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ONTARIO COMMITTEE
ON
UNIVERSITY AFFAIRS

Minutes of Meetings

September 27, 1971 -
January 24, 1972.





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COMMITTEE ON UNIVERSITY AFFAIRS

MINUTES

Minutes of the meeting of the Committee held
on Monday, 27th September, 1971, in the Board
Room of the Committee on University Affairs,
Mowat Block, commencing at 10:00 a.m.

Minute
1788

PRESENT

Dr. D. T. Wright	Chairman
Mr. P. Beatty	
The Honourable L. M. Frost, P.C., Q.C.	
Dr. P. Grosskurth	
Dr. M. J. Lavigne	
Dr. S. Ostry	
Dr. J. G. Parr	
Dr. R. J. Rossiter	
Mr. N. A. Sisco	
Mr. H. A. Cotnam	
Mr. J. C. Yen	
Mr. H. H. Walker	Secretary
Mr. A. P. Gordon	
Mr. L. M. Johnston	
Mr. J. S. Bancroft	
Mr. J. D. McCullough	

1789

OPENING REMARKS

A. Introduction of New Members

In his opening remarks, the Chairman welcomed Dr. P. Grosskurth, Dr. S. Ostry and Mr. N. Sisco to their first meeting as members of the Committee.

B. Interim Recommendations from Commission on Post-Secondary Education

Dr. Wright referred to the interim report of the Commission on Post-Secondary Education which was outlined in the Commission's letter addressed to the Minister of University Affairs and the Minister of Education dated 10th June, 1971. He noted that the main report containing recommendations and conclusions pertaining to areas of general concern would be available by approximately the end of the year. This would be followed by public hearings which would result in further revision being made to the report, with the final version being anticipated in the spring. He noted as well that the Commission would publish a series of supplementary reports and background studies.

The Chairman called upon Mr. Walker to describe the organization of the newly formed Department of Colleges and

Universities which would be coming into effect on 1st October, 1971. Mr. Walker reported that the new Department was being created to co-ordinate the support for post-secondary education and that as few changes in structure as possible were made in order to allow freedom for further changes which might result from the recommendations contained in the forthcoming report from the Commission on Post-Secondary Education and the report of the Committee on Government Productivity. He noted that, in conjunction with these changes, cross-appointments had been made of the Chairman of the Council of Regents to the Committee on University Affairs and vice versa. He also noted that the new Department would operate on a functional basis, with the activities of the Department being integrated in such a way that responsibility in a given area (i.e., operating support and capital support) would relate both to colleges and universities.

1790 PROGRESS REPORTS

A. Enrolment

Mr. Gordon distributed copies of "Indicated Trends in Enrolment in the Ontario Universities 1971-72". It was agreed that careful attention would have to be given to the total enrolment picture with respect to the implications for overall need of Government grants, budget support, as well as the implications for the institutions themselves. It was further agreed that the figures shown on the attached charts were too preliminary to be able to draw any concrete conclusions at this stage, since they were the result of a telephone survey, and since registration had not been entirely completed. Mr. Sisco noted a trend in enrolment in the colleges of applied arts and technology whereby some second and third year students apparently tended to stay on in jobs held during the summer, with a consequent reduction in the anticipated enrolment in the senior years of the programs.

B. Meeting with the Council of Ontario Universities on Information Requirements

The Chairman reported that a meeting was held with the Council of Ontario Universities Executive concerning the need for close co-ordination of information reports. It was felt that it would be beneficial to change the patterns of meetings with the Council to include a, meeting in the spring, about one month after budgetary allocations had been made, thus enabling the Committee to have more frank discussions with the Presidents concerning anticipated information requirements for the annual fall meetings with the universities. Dr.

Wright tentatively suggested the date of Friday, 5th May, 1972. This meeting would replace the early fall meeting for 1972.

C. Committee on Educational Technology

Dr. Wright informed the Committee that the Subcommittee on Educational Technology had met with Dr. Trotter to discuss the report entitled, "Television and Technology in University Teaching". Copies of the suggested terms of reference for this CUA Subcommittee prepared by Dr. Parr, dated 13th September, 1971, were distributed, a copy of which is attached. Dr. Parr outlined the main points, as shown, for the Committee.

D. Capital Studies Committee

Dr. Wright noted that this committee had not met since the last meeting of the Committee on University Affairs. Mr. McCullough reported that the draft report of the Taylor, Lieberfeld and Heldman study on space inventory would be available for an early meeting of the Committee on University Affairs. It was anticipated that the main value of this report would be as a basis for any necessary revisions in weighting of capital formula.

The Chairman asked about the publication of a report on cost study which the Architectural Services Branch of the Department of University Affairs was preparing. Mr. McCullough reported that it should be ready by November.

E. Revision of Operating Grants Formula

The Chairman asked Mr. Bancroft to report on the Joint Subcommittee on Finance meetings. Mr. Bancroft indicated that a meeting with each university had been held, during the summer months, and that an exposure draft was being prepared, hopefully for distribution in December.

F. Report of the Survey of Class Sizes

Dr. Wright referred to the report circulated with his letter of 9th August, 1971. He anticipated that the data would be up-dated this fall. He requested the members to keep the result of this survey in mind for discussion with the universities as well as with the Council of Ontario Universities in conjunction with discussions of the adequacy of funding. He also expressed some concern with the very large number of small classes evidenced in Ontario universities at the present time. Dr. Ostry indicated she would like to see an expansion of the class survey study made, looking at the correlations between input and output reflected in the class sizes. The Chairman agreed

to investigate the feasibility of having this additional work undertaken.

G. Report of Task Force on Future Arrangements for Health Education

The Chairman referred to the establishment of this Task Force and the report which had been approved in principle by the Council on Health. This report indicated that there was no need now to establish a sixth medical school, but instead existing schools could be expanded with clinical resources utilized in other communities which did not have medical schools. The Chairman asked that attention be given to some of the major proposals embodied in this report.

1791 CORRESPONDENCE

A. Letter from Mr. G. R. Maddocks

Reference was made by the Chairman to a letter received from Mr. Maddocks of the University of Alberta requesting permission to interview members of the Committee in connection with his Ph.D. studies concerning planning approaches adopted and used by the various co-ordinating agencies in post-secondary education in Alberta and Ontario. It was agreed that the members would permit themselves to be interviewed by Mr. Maddocks.

B. Department of Education, "Grants-in-Aid of Educational Research and Development"

The Chairman referred to correspondence received from Dr. E. E. Stewart, Deputy Minister of Education, concerning a revised method of funding which had been developed for the Ontario Institute for Studies in Education, whereby grants were now to be based on a combination of formula grants for teaching services performed at the graduate level, paid by the Department of University Affairs, with direct grants from the Department of Education for research. Previously support for teaching and research had been incorporated in the total single grant made to OISE by the Department of Education. Commencing in 1971-72 twenty per cent of the total research money involved would be made available in a province-wide competition administered by the Department of Education. In accordance with Dr. Stewart's letter of 16th August, 1971, it was understood that in subsequent years the proportion of grants available for educational research to be awarded in this manner would rise to forty per cent and sixty per cent respectively, of the sums previously reserved solely for OISE.

C. University of Toronto report on "Institutional Media Resources"; book "Test Pattern" by John Lee

The Chairman noted that the report on "Institutional

"Media Resources" was now available and that copies would be provided to members requesting them.

The book entitled, "Test Pattern" by John Lee was tabled as information. Members were asked to indicate their interest in this book also, so that copies could be made available to them.

D. Art Gallery - Mr. R. N. Steiner

Dr. Wright indicated that he had received a letter from Mr. Steiner who felt it was appropriate to attempt to develop the Gallery's capital program more rapidly than originally planned in order to benefit from an estimated saving of \$1 million. Mr. Steiner suggested that the Art Gallery would like to receive some explicit statement of the long term commitment by the Government to the capital program for the Gallery and Museum, as announced last year. It was understood that Mr. Steiner would elaborate further on this request when the Gallery made its presentation to the Committee on 5th October.

1792

STUDENT HOUSING PRIORITIES

The Chairman referred to an accumulative summary of capital requirements for student housing prepared by the Architectural Services Branch. Mr. McCullough asked the Committee to consider whether they felt that the \$15 million CMHC contribution was feasible or whether a request should be made to increase that amount to \$25 million. During the discussion that followed, it was noted that student housing was, in some respects, less popular and yet in other ways more urgently needed than at any time previously. Mr. Beatty noted the relationship between student housing and the availability of and need for public housing within individual communities. It was suggested that universities should be asked to look into transportation factors with respect to the practicability of accommodating more students off-campus. Dr. Parr questioned whether increases in facilities for residences should be greater than increases in the actual number of students, especially in view of the changing pattern and attitudes towards student housing.

After examining the material in detail, the Committee recommended that the \$5,000 single bed mortgage amount should be increased to \$5,700 and Mr. McCullough was directed to enquire from OHC as to whether some integration of student housing and public housing could be achieved, especially in areas where there was a shortage of both kinds of housing.

1793

GRADUATE STUDIES

A. Recommendation of Joint Subcommittee on Graduate Goals and Policies

Dr. Wright referred to a letter from Dr. Preston dated 16th July, 1971 which had been distributed previously. He explained the background behind the recommendations contained in the document for the benefit of the new members. The Chairman drew attention to the criteria for planning which were outlined on page 3 of Dr. Preston's letter. It was agreed to recommend approval of the proposals relating to recommended procedures for modification of the embargo on new graduate programs as contained in Dr. Preston's letter.

B. Applications and Appeals re Individual Programs

(i) Waterloo Ph.D. in History

After some discussion it was agreed that the embargo on this program should stand pending completion of a planning assessment for this discipline by ACAP.

(ii) McMaster Ph.D. in Political Science

It was agreed that the embargo on this program should also stand until such time as a planning assessment of this discipline was carried out by ACAP.

(iii) Waterloo M.Sc. in Physiological Optics

The Chairman noted that this request had been referred to the Senior Co-ordinating Committee for Health Sciences and that no decision could be made until a response had been received from that body.

(iv) Waterloo Lutheran Master's in Business Administration

It was agreed to defer any decision on this request pending the outcome of Waterloo Lutheran's request for consideration as a fully supported institution.

1794

ISSUES FOR DISCUSSION 1971-72 MEETINGS

A. Graduate Studies

The Committee reviewed some of the major topics which it was anticipated would come under discussion during the fall meetings with the Council of Ontario Universities and the individual universities. Among those topics were the following:

(i) Program Planning for Graduate Studies Development.

- (ii) Continuance of Ontario Graduate Fellowships.
- (iii) Regulations on Graduate Student Financing.

B. Lapp Report

Dr. Parr reported that the Council of Deans of Engineering agree with the principles of the Lapp report but not fully with the final analysis. It was noted that the Ontario Council on Graduate Studies also agreed with the principles of the Lapp report, and that a response was being awaited from the Council of Ontario Universities. Dr. Parr suggested that if there was acceptance of the report, it would be necessary to deal with the problem of formula weighting. It was anticipated that the Committee would be receiving an outline from COU on this matter which presumably would contain as appendices assessments by OCGS and CODE. It was agreed that COU would be asked for a report of this kind at the joint meeting on 4th October.

C. Criteria for Integrated Part-time Study Program

The Chairman noted that a draft copy of "Criteria for the Operation of Integrated Part-time Study Programs in Ontario Universities" had been circulated to the universities, and that during discussions with the individual universities, some universities, in particular York, might wish to raise questions concerning the effect of introducing the criteria as conditions for grant parity.

D. Sources of Academic Staff

The Chairman reported that arrangements were being made to acquire more information on this topic as there obviously was a continuing need for information of this kind; hence it was anticipated that this topic would be discussed with the individual universities. Dr. Rossiter felt that the situation with respect to the hiring of Canadian faculty members was improving greatly, especially at the junior level, but pointed out that there was still some problem of obtaining qualified staff in certain areas such as library science.

E. Letter from Dr. J. B. Macdonald

Dr. Wright referred to a letter from Dr. Macdonald of COU dated 31st August, 1971 concerning year round use of facilities at universities. It listed as well the topics which COU wished to discuss with the Committee.

1795 OTHER BUSINESS

A. Membership on Subcommittees

The Chairman reviewed for the new members the scope of the subcommittees that had been operating within CUA.

He suggested that members consider the need for appointments to the various subcommittees during the next week and that he would consult with the members, with actual membership being decided at an early meeting.

B. General

Mr. Beatty discussed the objectives of education. He felt that educating a person to ensure him of a meal ticket was no longer appropriate or realistic.

Dr. Parr asked about libraries and library expansion and wondered whether the Committee should be more concerned with library functions and finances.

Mention was made of the question of "academic load". Dr. Grosskurth asked what rationale was used by the Committee in deciding on appropriate teaching loads, with respect to levels of operating support.

C. Economic Council of Canada 8th Annual Review

Copies of the 8th Annual Review of the Economic Council of Canada were distributed and tabled as information.

The meeting adjourned at 4:10 p.m.

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Chairman

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Secretary

Suggested terms of reference for a CUA sub-committee on
Educational Technology

1. To develop for CUA the position CUA should take in the issues that come before the CUA-COU joint committee; to put these before CUA; to transmit them to the CUA members of the joint committee (who, presumably will be on the CUA committee).
2. Specific issues that need immediate resolution, are:
 - (a) objectives, organisation and funding of a centre for instructional development. We will reduce the potential of such a unit if its introduction is delayed beyond 1972.
 - (b) the relationship between CUA and OECA
 - (c) an appraisal of current involvement of Universities in television and other technologies (an expansion of Trotter's Chapter 4).
 - (d) means of supporting inter-university discipline groups.
3. Specific issues whose resolution, while no less important, has to be delayed, are:
 - (a) the implementation of Trotter's Chapter 5 (pp 42-49) -- which depends to a substantial extent upon the Commission's Fall report.
 - (b) rights of Faculty -- we will have to await CUO's response to its sub-committee's recommendations, and to OCUPA's reactions. However, we should keep in touch with this.

COMMITTEE ON UNIVERSITY AFFAIRS

MINUTES

Minutes of the meeting of the Committee held
on Monday, 4th October, 1971, in the Humber
Room, Macdonald Block, commencing at 9:00 a.m.

Minute

1796

PRESENT

Dr. D. T. Wright	Chairman
Mr. P. Beatty	
Mr. W. Dodge	
The Honourable L. M. Frost, P.C., Q.C.	
Dr. R. Gerstein	
Dr. P. Grosskurth	
Dr. M. J. Lavigne	
Dr. S. Ostry	
Dr. J. G. Parr	
Dr. R. J. Rossiter	
Mr. N. A. Sisco	
Mr. H. A. Cotnam	
Mr. J. C. Yen	
Mr. H. H. Walker	Secretary
Mr. A. P. Gordon	
Mr. L. M. Johnston	
Mr. J. D. McCullough	

1797

COUNCIL OF ONTARIO UNIVERSITIES

Dr. Wright welcomed the delegation from the Council of Ontario Universities and introduced the members of the Committee to the Council. He then called upon Dr. Williams to introduce members of the Council's delegation, which consisted of the following:

Brock - Dr. A. J. Earp, Acting President
Professor B. W. Thompson, Department of Geography

Carleton - Dr. A. D. Dunton, President
Professor J. M. Holmes, Chairman,
Department of Chemistry

Guelph - Dr. W. C. Winegard, President
Professor E. P. Benson, Department of English
Language and Literature

Lakehead - Dr. W. G. Tamblyn, President

Laurentian - Dr. R. J. A. Cloutier, Acting President
Professor D. H. Williamson, Associate
Dean (Science) and Director, Department
of Geology

McMaster - Dr. H. G. Thode, President
Professor R. C. McIvor, Department of Economics

Ottawa - Dr. R. Guindon, O.M.I., Rector
Professor C. Lemyre, Department of Electrical Engineering

Queen's - Dr. J. J. Deutsch, Principal
Professor M. Sayer, Department of Physics

Toronto - Dr. J. H. Sword, Acting President
Professor K. Yates, Department of Chemistry

Trent - Professor T. H. B. Symons, President
Professor S. T. Robson, Department of History

Waterloo - Dr. B. C. Matthews, President
Professor J. C. Gray, Department of English

Western - Dr. D. C. Williams, President (Chairman of COU)
Professor P. A. Forsyth, Department of Physics

Windsor - Dr. J. F. Leddy, President
Professor L. Smedick, Department of English

York - Mr. W. W. Small (for Dr. D. Slater)
Professor H. Adelman, Division of Humanities

A. General

In his opening remarks, Dr. Wright acknowledged the concerns of the Committee and of the Department of Colleges and Universities regarding information requirements. He noted that there were two major areas of concern; the first being the collection of routine information which was needed for planning and operating purposes (including formula grants) which should be developed to minimize multiple reporting and, second, collection of information in response to new questions or concerns which might arise. The initial enquiries on graduate planning were cited as an example of the latter.

The Chairman then suggested that, for next year, it might be more appropriate for the Committee to meet with the Council of Ontario Universities in the spring, after the budget had been established, rather than early in the fall. Dr. Williams added that he felt there were clear advantages to be gained by following this procedure in future years, as the Council of Ontario Universities would then be in a better position to provide more of the information needed by the Committee. The date of Friday, 5th May, 1972 was set for discussing the information required for the 1972-73 year.

Dr. Sword read a brief statement on the Council of Ontario Universities' proposal entitled, "A Comparative Analysis of University Calendar Systems". After some general discussion it was decided that this complex subject should be studied in more depth. It was also agreed that it would be impossible for all universities to adopt the same kind of calendar.

Dr. Wright reported that the Commission on Post-Secondary Education had also been concerned with this matter. A study by Woods-Gordon was in hand, and a report was expected later in the fall. It was anticipated that the report would embrace the problem of co-ordination of qualitative aspects of the system, operating and capital expenditure, and how alternative systems interact with the labour market. It was agreed that it would be best to defer the Committee's response to the COU proposal until the evidence of this report had been studied.

In response to Mr. Dodge's question as to whether it would be fair to assume that work in respect of a B.A. would also have the effect of materially shortening the length of course work in professional disciplines such as law and medicine, Dr. Sword stated that details included in the proposal did not especially deal with professional schools. Mention was made of the increasing number of Ph.D.'s applying for admission to law schools and medical schools, with the result that the appropriateness of the present admissions policies and practices of professional schools was questioned. It was felt that the whole area of admissions policies should be investigated and not just the policies of professional schools.

Dr. Wright summarized the ensuing discussion by naming three major issues to be considered:

- (i) The organization of the academic year, and the relevant questions on the organization of the teaching experience received by individual students through different time schedules and through varying uses of physical resources. (He noted that some of this ground would be covered by the COPSE study, but he indicated that the Council of Ontario Universities could do more in assembling and publishing some details.)
- (ii) Length of course, coupled with relevance of certain parts of the course, admissions criteria and competition for places.
- (iii) Responsibilities of academic staff.

Dr. Parr commented on the various aspects relating to faculty assignments and the complexities relating to factors such as teaching, research and consulting. He indicated that, in his view, this question was vitally important, but that it could not be resolved by individual universities or, on the other hand, by the Committee alone. Dr. Williams asked whether any study had been done or research undertaken to indicate what public opinion actually was concerning matters such as year-round use of university facilities and faculty appointments. In response Dr. Wright suggested that no major study had been undertaken. Several members noted the complexity of such a question and the difficulty in obtaining concurrence of opinion from within the institutions themselves, quite apart from outside the institutions.

Dr. Deutsch noted the need for clarification of the role of the academic, i.e., how much teaching, how much time for research and how much scholarship should be expected of an individual.

Dr. Ostry questioned the relationship of the allocation of an individual's time and remuneration for that time. In relation to research in particular, she enquired whether the professor who normally receives remuneration for his full time work (which of course includes research) should also be able to receive other remuneration for the same research. This, she noted, was particularly important with respect to certain disciplines.

In response to a question from Mr. Dodge, Dr. Dunton suggested that the case which a university makes is not always understood or heeded by the community at large and that the universities would benefit greatly from people who are outside the system but in a position to understand this situation.

Dr. Deutsch indicated that the activities of the university had changed in the past ten years. He pointed out that it was easy to recognize that at present the university is involved in much more scholarly activity than it was ten years ago, although precise measures are difficult to develop. In the discussion that followed, Dr. Holmes noted that, during the past few months, efforts were being made by bodies such as OCUFA to determine work loads, faculty remuneration, etc., but that there was no co-ordination amongst all the bodies interested in this area. Dr. Leddy suggested that the universities in Canada have a great deal of catching up to do when compared to American universities.

B. Criteria for the Operation of Integrated Part-Time Study Programs in Ontario Universities

The Chairman reported that copies of a draft proposal entitled, "Criteria for the Operation of Integrated Part-time Study Programs in Ontario Universities" had been circulated to the universities and that the Committee hoped to discuss this proposal with the individual universities during the fall meetings. He added that the Committee was interested to hear the universities' responses to the draft outline and noted that one or two letters had already been received from universities stating their views.

Dr. Thode responded on behalf of the Council of Ontario Universities saying that the universities had expressed some concern about integrating part-time studies with full-time studies and that in September the Council had considered this subject at some length. He indicated that a number of problems and questions had been raised which should be discussed with the Committee because this subject was not unrelated to some other topics already discussed. Some of the questions which had been raised referred to the objectives of integration, guidelines for implementation, and the time schedule which was proposed in the original announcement. Dr. Thode continued by outlining the items contained in the COU paper entitled, "Integrated Part-time Study Programs in Ontario Universities". He noted that the COU interpreted these criteria as administrative arrangements designed to implement the policy laid down by the Minister and to provide a basis for auditing formula entitlements for part-time enrolments. He also noted that a number of universities were already well on the way to implementing their programs, but that some of the guidelines suggested raised problems with respect to the time schedule proposed, while other universities found it impossible to follow the guidelines without changing their whole arrangement.

Dr. Thode explained that the Council of Ontario Universities supported the objective of the Minister in wishing to ensure that the quality of educational experience for part-time students was comparable to that available for full-time students. The universities did not believe that in all cases the criteria were related in any direct way to the quality of education. A few of the universities had found some parts of the proposal ambiguous and/or impractical. Some special areas of concern to the universities centred on the criteria pertaining to faculty and teaching staff, and academic structure.

Discussion followed concerning the practice of some universities of paying on an "over load" basis for teaching

during special sessions such as evening programs and summer school. It was agreed to try to redefine this area and Dr. Wright concurred with the suggestion that it be referred to the Joint Subcommittee on Finance with a directive that a revised set of criteria to meet the objective be submitted to COU and CUA within two months. Professor Adelman noted that clarification of the criteria was needed immediately.

Mr. Small made the point that York had a different program which needed to be considered separately. Dr. Wright stated that doubtless the Government could be persuaded to postpone the change until 1973.

In response to Mr. Dodge's question concerning the difficulty of defining "over load" if a "teaching load" could not readily be defined, Dr. Williams stated that a "work load" for an academic was not decided by unions. Dr. Thode indicated that there was an implicit definition. A faculty member's "work load" would be covered by two semesters of teaching and three months of research.

C. Lapp Report

Dr. Wright asked Dr. Williams when the Committee could expect to receive the Council's response to the Lapp report. Dr. Macdonald indicated that that item was on the agenda for the COU meeting to be held the next day, and that results of this study would be communicated to Dr. Wright in the near future.

The meeting adjourned at 11:55 a.m.

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Chairman

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Secretary

COMMITTEE ON UNIVERSITY AFFAIRS

MINUTES

Minutes of the meeting of the Committee held
on Monday, 4th October, 1971, in the Board
Room of the Committee on University Affairs
commencing at 1:30 p.m.

Minute
1798 PRESENT

Dr. D. T. Wright	Chairman
Mr. P. Beatty	
Mr. W. Dodge	
The Honourable L. M. Frost, P.C., Q.C.	
Dr. R. Gerstein	
Dr. M. J. Lavigne	
Dr. S. Ostry	
Dr. J. G. Parr	
Dr. R. J. Rossiter	
Mr. N. A. Sisco	
Mr. H. A. Cotnam	
Mr. J. C. Yen	
Mr. H. H. Walker	Secretary
Mr. A. P. Gordon	
Mr. L. M. Johnston	
Mr. J. D. McCullough	

1799 ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

Dr. Wright welcomed the delegation from the Ontario Institute for Studies in Education and asked Mr. Walker to introduce members of the Committee to the representatives from the Institute. Dr. Jackson in turn introduced members from the Institute which comprised the following:

Dr. R. W. B. Jackson, Director
Dr. J. H. M. Andrews, Assistant Director
Dr. C. C. Pitt, Acting Co-ordinator, Graduate Studies
Dr. D. W. Brison, Co-ordinator, Research and Development Studies
Dr. K. F. Prueter, Co-ordinator, Field Development
Dr. S. A. Alvi, Office of Graduate Studies
Mr. A. G. Martin, Head, Finance Division
Dr. J. G. Scott, Office of Graduate Studies

In his opening remarks, Dr. Jackson emphasized the unique nature of the Institute, referred to the 1965 Act which established the Institute as a college or university, and specified the tasks which were to be performed by the Institute. These were:

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- (i) to provide programs of instruction at the graduate level leading to degrees and certification,
- (ii) to conduct research and development studies in education, at all levels of the educational system,
- (iii) to disseminate the findings of such studies (and of others) and to assist in their implementation in the school system of this Province.

He noted that the Institute had departed significantly from the traditional university model where the professor was expected to carry a full teaching load and devote remaining time to research and development activities.

Dr. Jackson reported that under the former system of financing, when the Institute received a "block grant", they could internally assign resources as approved by the Board of Governors to their three main areas of activity: graduate studies, research and development, and regional work. The new system of financing no longer gave the Institute this freedom. He noted that the Department of Colleges and Universities provided operating support for graduate studies which covered costs incurred in their instructional program; the research grants from the Department of Education covered part of the costs of research and development programs carried out by the Institute (he noted that salaries of principal investigators and indirect costs were omitted from this grant), and payments through the Department of Public Works covered the lease-purchase costs and the basic maintenance charges for the Institute's new building. Dr. Jackson suggested that the new financial arrangements would undoubtedly force the Institute in the direction of the traditional university model, and that certain aspects of the arrangements would severely curtail some of their operations.

Dr. Pitt then reviewed the history and development of the graduate program at OISE and its association with the University of Toronto. He distributed copies of the Institute's calendar to the members of the Committee. Dr. Pitt anticipated that part-time summer enrolment would increase more rapidly than shown in the tables because of changes in requirements of educational background at the elementary level and the increase in competitiveness within the profession.

During a discussion of the OISE enrolment projections, the problem of making projections on the basis of total provincial enrolment projections was discussed. The Chairman noted that an analysis of potential enrolment with relation to the

total number of teachers and requirements within the Ontario system would probably lead to more valid conclusions.

In response to a question from Mr. Dodge as to whether the average high school teacher made a better teacher because he had a Ph.D. or Master's Degree, Dr. Pitt said that no evaluation of this aspect of graduate education had been carried out. Dr. Pitt reported that the Institute was interested in reaching persons who were already in places of influence with their graduate program.

Dr. Gerstein raised the question of the relationship of the ACAP planning study programs in education. Dr. Pitt noted that representatives of the Institute had been meeting with representatives from the Study Committee to examine this matter. It was explained that OISE was attempting to follow a program which would lead to a healthy development of graduate programs in education throughout the Province through relationships with the other faculties of education to assist them in the initial stages with a view to having the others ultimately assume full responsibility for the programs thus inaugurated.

In response to Dr. Parr's question regarding the problem of developing innovations in institutions or universities devoted to that purpose in the face of evidence which seems to show that most innovation takes place in the field, Dr. Andrews stated that attempts had been made to develop a system whereby researchers were involved to the greatest possible extent within the school system.

Dr. Gerstein asked whether it was possible for a graduate student to complete some of his requirements at other institutions. Dr. Pitt replied that the Institute encouraged students to take courses at other institutions and that the majority of doctoral students had done so.

Dr. Wright stated he found it interesting that research grants from the Department of Education excluded academic salaries and indirect costs. Dr. Jackson pointed out that this might force them into a more "university type" structure since academic staff salaries are excluded but project directors costs could be included provided they were not part of the academic staff.

In answering Mr. Dodge's question as to what changes the Institute actually wanted, Dr. Andrews referred to two particular aspects. The first was the decision that all specialization in education should be given the same weight

under the operating grants formula. It was the contention of the Institute that some of their programs of instruction were fairly comparable to programs in universities and that they deserved different categorization for certain programs. The second was the weighting which applied to summer sessions, which represented a very large part of the total activity of the Institute. He suggested that it be established as two-thirds of regular term when taken in summer session.

Dr. Pitt pointed out that since the average age of students receiving Ontario Graduate Fellowship money was 31 years, by which time the typical student would already have family commitments, he wished to make a plea for special grants on behalf of these students. Dr. Wright responded by saying that he was not confident that the OGF program would continue much longer. The question was raised as to what proportion of students were helped who have fewer than two years of teaching experience, and to what extent these people had leave arrangements with their Boards of Education. It was noted that a fair number were able to obtain 50 - 60 per cent of their salaries, but if they did not return to that district, they were required to pay back the money to that particular school board.

In response to Mr. Dodge's question of whether the accounting of the Institute was such that they could show where the \$4.5 million was being spent, OISE stated they would give the Committee a breakdown showing expenditure.

With respect to extra pay for research or consulting, Dr. Andrews stated that the Institute had established a policy whereby no staff member should receive remuneration from any government or school agency, teacher organization, or related body within the Province.

The Chairman referred to the summary pages at the end of the Institute's brief, noting the possibility of an extension program. He asked whether, if the Institute did implement such a program, special funding would be necessary for major expenses such as library facilities. He also indicated that the Committee would consider a submission from OISE on this item.

Dr. Wright noted as well that if the change in certification requirements for principals was one of the major reasons for the large demand for graduate courses, this in itself could provide the basis for valuable research.

The Chairman then suggested that Mr. McCullough work with officials from the Institute in an effort to develop within the next year a space inventory on the same basis as that used for universities.

The delegation withdrew at 3:50 p.m.

In summarizing the discussion with OISE, Dr. Wright referred to the need for corresponding with Dr. Stewart regarding cost of research and levels of funding.

The meeting adjourned at 4:05 p.m.

.....
Chairman

.....
Secretary

COMMITTEE ON UNIVERSITY AFFAIRS

MINUTES

Minutes of the meeting of the Committee held
on Tuesday, 5th October, 1971, in the Board
Room of the Committee on University Affairs
commencing at 9:00 a.m.

Minute

1800 PRESENT

Dr. D. T. Wright	Chairman
Mr. P. Beatty	
Mr. W. Dodge	
The Honourable L. M. Frost, P.C., Q.C.	
Dr. R. Gerstein	
Mr. J. O'N. Hughes	
Dr. M. J. Lavigne	
Dr. S. Ostry	
Dr. J. G. Parr	
Dr. R. J. Rossiter	
Mr. H. A. Cotnam	
Mr. J. C. Yen	
Mr. H. H. Walker	Secretary
Mr. A. P. Gordon	
Mr. L. M. Johnston	
Mr. J. D. McCullough	

1801

ROYAL ONTARIO MUSEUM

The Committee received a delegation from the Royal Ontario Museum comprising the following:

Mr. N. Torno, Chairman of the Board
Mr. J. H. Crang, Vice-Chairman
Dr. P. C. Swann, Director
Mr. J. E. Langdon, Member of the Board
Mr. J. H. Harvey, Secretary-Treasurer
Mr. V. Roberts, Financial Administrator
The Honourable R. G. Meech, Trustee

In his opening remarks, Dr. Swann referred to the Royal Ontario Museum as "a jewel in the crown of Canadian culture" and went on to say that during the past five years attendance had more than doubled with membership increasing five-fold.

A. Acquisitions

He then referred to the brief submitted by the Museum, in which funds were requested for such items as air-conditioning, space to expand (it was felt that the Museum was forced by space limitations to restrict any staff increases in areas where staff was badly needed),

additional funds for new acquisitions and for two new programs - a film library and archives. Dr. Swann emphasized the great need for new acquisitions while still available since within 30 or 40 years such material would not be available for purchase.

Reporting on some of the other activities of the Museum, Dr. Swann noted that the Museum remained open until 9:00 p.m. every evening except Monday. He mentioned that the restaurant had been a contributing factor to the increase in attendance. He also noted that a search was being made for a museumobile. It was noted as well that the Museum was approaching its 60th year of service, its diamond jubilee, and the Director felt that they would not be in a position to do as much as they would have liked regarding celebrations because of a shortage of funds.

B. Sigmund Samuel Building

In requesting a special additional grant of \$20,000, Dr. Swann outlined that the Museum was hoping to take over the rest of the Sigmund Samuel Building which now houses its Canadiana Department and which is due to be vacated by a Provincial Government department. The University of Toronto had agreed to waive the rental on this vacated space providing the Museum absorbed the annual maintenance costs of the building which amounted to \$20,000.

C. Renovations

With respect to items relating to next year's budget, it was noted that gallery renovations were a priority item and that the Museum would need an additional \$100,000 for the up-dating of galleries. The second very significant item was hydro electric supply. The Museum reported being hampered in its efforts to serve new facilities because of the limitations of the existing power supply.

Dr. Swann reported that \$2.5 million would be needed to put air and temperature control in the Museum. Mr. Torno noted that, during the summer months, staff members frequently had to be sent home. The Museum requested a special non-formula grant for this purpose.

D. Admission Fees

Dr. Ostry asked the reason behind the decrease in admission fees in the five-year forecast. Dr. Swann responded that development of institutions such as the Science Centre have had a major impact on the use being made of Museum facilities. He noted that there was an increased demand from schools, the total volume of which the Museum was not able to accommodate.

Attention was also drawn to the fact that students do not pay admission fees. Dr. Swann indicated as well that the novelty of the planetarium was wearing off, with attendance there levelling off at a figure below the peak experienced during the first year of its operation.

With respect to making the Museum more accessible, there was a brief discussion concerning the possibility of making travel grants and/or providing hostel facilities for students from distant parts of Ontario. The Chairman suggested that the Committee might be receptive to a proposal from the Museum in this regard. Dr. Swann indicated that he had previously suggested that arrangements be made to accommodate children in some appropriate place such as Casa Loma for a period of 2 - 3 days in order to provide opportunity for them to take advantage of the various cultural and artistic facilities available in the Toronto area.

Dr. Gerstein commented on Dr. Swann's achievements in the Museum during the past five years and noted that he had brought the Museum to a significant position of eminence both in Canada and internationally.

In response to Dr. Gerstein's question about the possibility of establishing a separate North American Indian Museum, Dr. Swann replied that, in keeping with the Museum's main purpose of preserving material, it was necessary to hold artifacts carefully since others did not have the proper facilities to house them at the present time. He agreed entirely that the Museum should provide complete access to the native peoples to allow them to make full use of the resources.

E. Capital

Regarding capital funding, Dr. Swann reported that the Museum had raised approximately \$500,000 from private sources during his first five years, which represented half of the ten year goal originally outlined. He hastened to add, however, that this amount was only a very small proportion of the funds needed for acquisitions as evidenced by a comparison with the funds expended for this purpose by other major world museums.

F. Staff

With respect to staff, Dr. Swann reported that the reputation of the Museum had now improved to the point where there was no difficulty in attracting competent professional people. He noted that the salary adjustment which had been made in the past two years of 6 per cent per annum represented a lower figure than that provided by the University of Toronto.

G. Fiscal Year

The Chairman requested that Mr. Gordon look into the feasibility of having the Museum adopt a new fiscal year in the same manner as that adopted by the universities.

H. Archaeological Activities

Mr. Frost asked whether it would be feasible to concentrate on the development of Canadian, particularly Ontarian, archaeological expeditions during the immediate future in view of the urgency which Dr. Swann had indicated in regard to preserving both the artifacts currently available and the sites available in Canada. Mr. Frost noted that the Museum had been conducting extensive activity in South America and elsewhere in the world. Dr. Swann responded that the Museum spent little on external archaeological activities because these were primarily supported by the Canada Council. He pointed out that experts who operate in areas such as Persia or Central America could not turn their knowledge and capabilities to Ontario. He noted that the Royal Ontario Museum was the only Canadian museum conducting archaeological work abroad and stated that, while he would be very happy to see the Ontario division expanded, he would hate to see the other work curtailed.

Considerable discussion was then held concerning the need for co-ordinating the Museum's development and activity within the Province and the difficulties created by having support for these efforts divided among several Ontario Government departments. In his summarizing remarks, the Chairman noted that the interest of the Government in the healthy development of the Museum was reflected in the grants made in recent years.

The delegation withdrew at 10:25 a.m.

1802

ART GALLERY OF ONTARIO

The Committee received a delegation from the Art Gallery of Ontario consisting of:

Mr. R. N. Steiner, President
Mr. J. B. Ridley, Vice-President
Mr. J. D. Crashley, Vice-President
Mr. W. J. Withrow, Director
Mr. R. M. Thomson, Chairman, Budget and Administration Committee of the Board
Mr. M. George, Secretary-Treasurer
Mr. J. Spence, Project Manager

A. Capital Development

Referring to the formal brief and the special compilation of figures given to Dr. Wright, Mr. Steiner reported that the Committee had decided to proceed immediately with Phases 1 and 2 of the building project, thereby saving approximately \$1 million in construction costs and cutting down on disruption of administration. He indicated that in order to build what was now called Stage 1, by 1974, he would require more funds than was anticipated from the cash flow. He informed the Committee that the cost projected for Stage 1 included costs for temporary financing.

Mr. Crashley elaborated on the building plans for the new gallery and indicated that they hoped to go to tender by October 15, with bids being received by November 15. It was hoped that the contract would be awarded by December 1 and completion of the project was anticipated by the middle of spring or early summer of 1974.

The present Phase 3 (or Stage 2) had been reduced materially because of the limitation of funding. It would primarily be used to house educational facilities. Mr. Crashley then reported that the Art Gallery was negotiating with the Ontario College of Art in an attempt to develop these facilities jointly in order to take advantage of co-ordinating the work of both institutions.

Dr. Wright noted that the Board would have to assume responsibility for the acceleration of expenditure as outlined. Mr. Crashley indicated that, in order to obtain the financing, some type of letter or document would be needed from the Government to satisfy the bank that funds would be forthcoming in future years. Mr. Walker referred to Mr. Steiner's letter to Dr. Wright, indicating that careful attention had been given to the request for a letter clarifying the legislative status on which grants would be given in future years. Mr. Walker noted that the Government had no authority to commit, irrevocably, funds for future years; hence the Department was exploring how to respond to Mr. Steiner's letter. He explained that expenditures had to be voted annually by the Legislature, thus the intention announced with respect to subsequent years was not a legal commitment on the part of the Government, although a moral commitment was obviously involved as long as the same Government remained in power. Mr. Steiner noted that they would like to have the banking arrangements completed before calling for tenders and suggested that it was only reasonable that the bank should ask for more definitive assurance of the commitment made by

the Government than that contained in Mr. Davis' letter of December, 1970. Mr. Thompson indicated that the bank was most concerned that the Government be aware that interim financing was taking place and that it did not disagree with this method of operation. Mr. Walker assured the delegation that the Department was attempting to prepare an appropriate answer and that the officials of the Gallery could expect to receive a reply in the near future.

Mr. Withrow noted that efforts had been made to obtain support from the Federal Government both for capital development and for the acquisition of works of art.

Dr. Ostry asked about the effect on gifts to the Gallery in respect of the new White Paper on taxation. Mr. Steiner answered by saying that, since capital gains would apply to estates, donors may be encouraged to give important collections to the Gallery during their lifetime. He also reported that the increase in allowable exemptions from 10 per cent to 20 per cent would allow people to be more generous than heretofore. Thus he felt that the net result would be helpful.

B. Operating Grants

Referring to the brief, Mr. Withrow noted the reasons behind the request for an increase in the operating grant of \$900,000. He explained that the building program would disrupt materially the functioning of the Gallery, however arrangements were being made to permit the continuing operation, during this period, of the major activities of the Gallery, particularly with respect to activities serving areas outside of Toronto.

The delegation withdrew at 12:00 noon.

Following luncheon the meeting of the Committee reconvened at the Ontario College of Art.

1803 ONTARIO COLLEGE OF ART
The Committee met with representatives of the Ontario College of Art comprising the following:

Mr. D. Owen, Chairman of the Council
Mr. R. Ascott, President
Miss J. Chalmers, Member of Council
Mr. R. Fulford, Member of Council
Mr. E. Soames, Member of Council
Mr. H. Kohlund, Member of Council
Mr. F. Fletcher, Member of Council

A. Reorganization of the College

Mr. Owen welcomed the Committee to the Ontario College of Art and then called upon Mr. Roy Ascott to describe academic developments at the College.

Referring to the brief, Mr. Ascott reported on the responsibility of the College to serve the needs of society and to produce an educational environment where students could begin to design relevant new roles in which to function within society. He then presented his case for degree granting privileges for the College. As was indicated in the brief, Mr. Ascott reported that the College was attempting to broaden the spectrum of faculty interests.

Mr. Owen then called upon Mr. Vincent Kelly, representing the Faculty Association, to comment on the brief addressed to the Honourable John White by the Faculty Association of the Ontario College of Art.

After distributing copies of the brief to members of the Committee, Mr. Kelly explained that the brief did not have the urgency it had a few days earlier, as the Faculty Association now felt that it could reconcile its dispute with the Council. Dr. Wright emphasized that the role of the Committee was related primarily to giving advice to the Minister and noted that the Committee attempted to stay away from internal disputes.

There followed a discussion of the concept of the "visual university". Mr. Ascott suggested that the emphasis in art at secondary schools had been of a nature peripheral to the main stream of educational achievement and suggested that there were great areas of concern which were omitted from the curriculum which were both demanding and necessary within our society. This attitude apparently tended to overlap into the post-secondary educational field. The Ontario College of Art wanted to amalgamate areas of enquiry with relation to visual art which could define new roles that relate more directly to society and its needs. As a result, Mr. Ascott explained that they had changed the curriculum from such standard subjects such as painting, sculpture, to a new concept based upon analysis, theory, specialization and social application. In order to do so, the faculty had been expanded to incorporate disciplines such as anthropology, linguistics, sociology, computer science, philosophy, psychology and comparative literature. This, he felt, would develop an appropriate environment for learning.

In response to Dr. Parr's question concerning the reaction of the faculty to the new thrust of this program,

Mr. Ascott said reactions were mixed; some were enthusiastic while others were experiencing great difficulty in adjusting to it.

Mr. Frost noted that the new curriculum changed the whole direction and emphasis from that upon which the school was originally based and asked whether this would then require that another institution be established to meet the needs of those who would not be eligible or did not wish to participate in this new kind of learning experience. Mr. Ascott answered by saying that it seemed inappropriate, on the other hand, for a person who had completed four years training to be required to take yet another two years of study at a university such as Guelph, followed by further training in a teacher education program, before being eligible to teach art in the school system.

Mr. Ascott then reported that the criteria by which the progress of students in the new program could be measured were still under discussion. Dr. Wright noted that presumably the "standard" would differ for each individual since the program was so highly individualized.

B. Capital Costs

With respect to capital funding, Mr. Owen explained that their relationship with the Art Gallery had improved and that they anticipated savings at the second stage of the expansion plan when joint development could be of mutual benefit. In addition, he reported that the College had acquired land to the south to complete the block in which it was located. Dr. Wright indicated that this development had been noted by the Art Gallery in its submission and that the Committee looked forward to seeing close co-operation and co-ordination of effort between the two institutions.

Dr. Wright noted that the request for \$4 million for additional space as outlined on page 14 of the brief represented cost levels which were 60 per cent higher than the standard established for the universities. In response, Mr. M. Noon, Director of Physical Plant and Planning, indicated that he would be pleased to work with Mr. McCullough in developing realistic cost and space standards to meet the needs of the College.

Dr. Wright noted as well that the rental space suggested for the warehouse of \$2.00 per square foot was actually lower than debenture costs on new space. He suggested that the College consider whether, if they had the option of using funds either to build or rent, the

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College might consider renting on a permanent basis if costs at that level could be maintained.

C. Operating Grants

The Chairman questioned the relevancy of the analogy drawn in the brief to the Nova Scotia College of Art and Design, particularly in view of the difference in scale of operation. He suggested that more evidence was required which would indicate comparable costs as related to art colleges of the same size in other jurisdictions. Dr. Wright suggested that the Finance Branch of the Department of Colleges and Universities could assist the College in this matter. It was noted that analysis was being undertaken jointly with Mr. Bancroft and that the College would be prepared to supply a supplemental brief giving further evidence concerning the operation of the Nova Scotia College.

D. General Discussion

One member of the faculty indicated some confusion regarding the new curriculum and suggested that he would have benefited from the opportunity to participate in the development of it. Mr. Ascott responded that a Planning Committee had been formed during the summer and that a number of faculty members were involved in it.

Another faculty member pointed out that no training was taking place in the fields of art and sculpture. As a result it was that person's view that students were not being given an opportunity to learn the fundamentals in these two major areas which was the reason they had come to the College. He asked that this matter be investigated very carefully and thoroughly. Dr. Wright responded that the Committee was interested and concerned with the development of the College but that direct responsibility for curriculum rested with the Institution itself.

In response to Mr. Beatty's question concerning the amount of student involvement in the design of the curriculum, Mr. Ascott stated that the students were not greatly involved during the summer period.

Mr. Owen noted that the search for a President involved students and that Mr. Ascott's approach was known when he was appointed.

The delegation withdrew at 3:50 p.m.

Mr. S. Robbins, Q.C., Treasurer
Mr. K. Jarvis, Q.C., Secretary
Mr. W. G. Gray, Q.C., Bencher
Mr. B. J. MacKinnon, Q.C., Bencher
Mr. J. MacDonald, Director, Bar Admission Course

Mr. Robbins distributed copies of a memorandum dated 5th October, 1971, a copy of which is attached. He emphasized that during the past two years the operating grants to the Law Society had remained unchanged, although their enrolment had grown from 482 to 700 students.

In response to Dr. Gerstein's question concerning the legal education study which is being undertaken, Mr. Robbins indicated that it was well in hand and noted that in the submission concerning staff and salary scheduled they had indicated that their requirements would depend on the report and the implementation of its recommendations. He noted that members of the Law Society had to finance this study solely. He explained that the Committee included members of the legal profession who were not benchers, law students and members of the community at large. It was anticipated that the study would be completed by February, 1972.

With respect to anticipated growth in enrolment, Mr. Robbins explained that their major concern was to accommodate the graduates of law schools from Ontario universities but that this did not necessarily mean that Provincial needs were being adequately served. The difficulty of making accurate predictions of "need" was recognized.

There followed extensive discussion concerning the appropriateness of the varying lengths of time required to complete the requirements to practice law in different jurisdictions. Dr. Gerstein asked whether the Bar Admission Course could be absorbed into the LL.B. program. Mr. Robbins replied that the responses they had had to their study to date indicated that most members of the profession, including professional staff, thought the practical work was best left to the legal profession. Mr. MacKinnon noted that this study was inaugurated as a result of the general impression within the profession that nine years was too long a time to prepare a person for the practice of law in Ontario.

In response to a question from Mr. Walker, Mr. Robbins indicated that the Law Society paid no municipal taxes for the facilities of the Bar Admission Course, nor did they receive any compensatory grants from the Government in this regard.

After some further discussion, the meeting adjourned at 4:50 p.m.

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Law Society of Upper Canada,
Sydney L. Robins, Q.C.

October 5, 1971.

M E M O R A N D U M

BAR ADMISSION COURSE APPLIC-
ATION FOR GOVERNMENT GRANT -

1972 - 1973

1. This is the fourth year in which the Law Society of Upper Canada has made a submission to the Committee on University affairs for a grant for the Bar Admission Course.
2. Under The Law Society Act, 1970, the Law Society is responsible for establishing and maintaining the educational and training requirements necessary to qualify to practise law in this Province.
3. The Society is authorized by the Act to maintain the Bar Admission Course (s. 52 Law Society Act, 1970). Subject to special provisions and requirements relating to transfer by a practising lawyer from another province only those persons who have successfully completed the Bar Admission Course are entitled to practise law in Ontario as Barristers and Solicitors (s 28 Law Society Act, 1970).
4. Save with respect to transfers from other Commonwealth jurisdictions which are governed by a separate Regulation, in order to qualify for admission

to the Bar Admission Course a student must have completed a three year LL.B. course at an approved Canadian Law School - There are six such Law Schools in Ontario.

5. A student is required to complete two years at a University in order to be eligible for admission to an approved Law School. In actual fact almost all students who enter approved Canadian Law Schools have a B.A. or other equivalent degree. The excess of applicants over the facilities of the approved law schools results in only the more highly qualified being admitted.

6. The Bar Admission Course consists of a one-year period of service under articles with a member of the legal profession, followed by a twenty-two week intensive teaching period at Osgoode Hall. In the Bar Admission Course the emphasis is on teaching legal procedures, and professional skills as a complement of the academic training received in the Law Schools.

7. The Bar Admission Course has an enrollment of 533 students in the teaching period which commenced on September 13th of this year. The Society received a grant of \$250,000.00 for the year 1971-72, and the budgeted excess of

expense over income for the year is \$338,487.00 leaving a deficit of some \$88,487.00 to be made up by the Society, that is by the legal profession.

8. The projected enrollment for the next five years is as follows:

<u>1972-3</u>	<u>1973-4</u>	<u>1974-5</u>	<u>1975-6</u>	<u>1976-7</u>
680	754	832	874	904

9. The teaching space available to the Bar Admission Course consists of three theatre style lecture rooms and 16 Seminar Rooms.
The seating capacity of the three lecture rooms is 450, 350 and 300. Each of the 16 Seminar Rooms has a capacity of 30 persons.

10. There are 321 instructors and heads of courses, (exclusive of some 35-40 special lecturers down from the Judiciary, Benchers, members of the Bar and Government Officials who donate their services).

11. The submission indicates that the number of lecturers will be increased from the present number of 321 to 401 in the teaching period 1972-73.

12. The present television system merely shows the head of the lecturer and it is contemplated that the present system will require to be supplemented by televised programs and other aids. The cost of these supplementary procedures is estimated at \$40,000.00 for this year, and \$50,000.00 for the year 1972-73. (See Notes II and JJ)
13. The deficit for the year 1972-73 is estimated at \$382,608.00 and the Society submits that a grant in that amount should be made.
14. The Law Society first received a grant of \$250,000.00 in the year 1970-71. In that year there were 482 students and 297 members of the Faculty in the Bar Admission Course. In the forthcoming year, 1972-73, students will number approximately 700 and more than 400 members of Faculty will be required.

COMMITTEE ON UNIVERSITY AFFAIRS

MINUTES

Minutes of the meeting of the Committee held on Monday, 25th October, 1971, with Trent University, in the Conference Room of Trent University, commencing at 9:15 a.m.

Minute
1805

PRESENT

Dr. D. T. Wright	Chairman
Mr. P. Beatty	
The Honourable L. M. Frost, P.C., Q.C.	
Dr. R. Gerstein	
Dr. P. Grosskurth	
Mr. J. O'N. Hughes	
Dr. S. Ostry	
Dr. J. G. Parr	
Dr. R. J. Rossiter	
Mr. N. A. Sisco	
Mr. H. A. Cotnam	
Mr. J. C. Yen	
Mr. H. H. Walker	Secretary
Mr. A. P. Gordon	
Mr. L. M. Johnston	
Mr. J. D. McCullough	

1806

TRENT UNIVERSITY

The Committee met with a delegation from Trent University comprising the following:

Professor T. H. B. Symons, President	
Mr. B. D. Sandwell, Chairman, Board of Governors	
Professor W. P. Adams, Chairman, Department of Geography	
Professor G. O. Aspinall, Chairman, Department of Chemistry	
Professor B. R. Blishen, Dean of Graduate Studies	
Professor C. Carter, Chairman, Department of Mathematics	
Professor I. D. Chapman, Member, Board of Governors	
Mr. A. O. C. Cole, Registrar	
Mr. D. Croker, President, Cabinet Champlain College	
Professor S. F. Gallagher, Chairman, Association of Teaching Staff, Department of English Literature	
Mr. M. Jenkin, President, Cabinet Peter Robinson College	
Mr. J. M. Kennaley, Financial Planning Officer	
Mr. J. E. Leishman, Vice-President (Finance)	
Mr. P. J. Lewis, Assistant to the Comptroller	

Professor T. E. W. Nind, Vice-President (Academic),
Dean of Arts and Science
Mr. A. E. Parker, University Engineer
Mr. A. Petersen, President, Cabinet Catherine Parr
Traill College
Professor S. T. Robson, Department of History
Professor R. H. Sadlier, Vice-President

Before Professor Symons introduced the formal brief submitted by Trent University, he referred to the increasing number of requests for information which the University received from a variety of sources and the fact that these requests demanded a great deal of time from a few qualified individuals. He expressed the hope that some method could be found to make the number and scope of requests more manageable.

A. Enrolment

In outlining the main points of the brief, Professor Symons gave specific attention to the problem of enrolment projections. He indicated that the shortfall in enrolment at Trent might result in a reduction of anticipated income of some \$200,000 although the figures were not yet complete. He stated that the problem appeared to be caused by several factors as follows: (1) a number of returning students failing to materialize; (2) a number of withdrawals after admission; (3) a sizeable number of first-year students failing to register; and (4) the decision of students to interrupt their formal study program. Professor Symons continued by making extensive general comments on many matters related to enrolment.

Dr. Wright noted that the Committee and Government shared the concern of the University and agreed that every effort would be needed to co-ordinate such matters as information reporting and other efforts to rationalize cost factors so that benefit could be obtained from funds which were to be spent in future years. He also suggested that there was some possibility of moving to a two year cycle of submissions in view of the decrease in the pace of change anticipated in the 1970's as compared with the 1960's.

Dr. Rossiter asked for the University's views on the causes of the increase in the number of drop-outs which might signify a change of trend in patterns of attendance. In response, it was pointed out that the results of a survey of Trent students showed that 30 per cent had taken employment, 30 per cent had transferred to other post-secondary educational institutions, 30 per cent had decided to travel, with the remaining 10 per cent changing their status from full-time to part-time. It was further suggested that the realization that a degree did not necessarily guarantee employment caused students to

Professor S. T. Ropponen, Development of History
Professor R. H. G. Clark, The Social Structure of
Professor S. T. Ropponen, Development of History
Professor S. T. Ropponen, Development of History

The bumper and scope of leadership more manageable. The spectators like people that some members could be found to make a great deal of time from a few difficult individuals. He preferred to be a leader of the group himself.

consider the goals and objectives of their educational programs more seriously. It was noted that this development was a healthy indication that students were increasingly tending to examine the basic assumptions underlying their decisions in relation to higher education.

Mr. Gordon indicated that a fairly major study was being initiated by the Department regarding the fall-off in enrolment. Although the study was still in the preliminary stage, he stated that both opinion reporting and factual information would be sought, together with some analysis of the pattern which has emerged throughout the Province. In the meantime, he noted that both the Committee and the Department of Colleges and Universities were most anxious to get an insight into the problem from the universities at these meetings.

Mr. Leishman noted that the University had a shortfall of 50 students from their revised forecast. He also indicated that the shortfall in actual number of students was not the main problem but that the decrease in average weighting in the formula had caused pressure on the budget. Considerable attention was then given to some of the related problems associated with changes in enrolment patterns. Dr. Rossiter expressed the view that the drop in weighting from 1.25 to 1.23 was not a significant change and that other universities had experienced a greater drop. Mr. Leishman explained that they had anticipated an increase to 1.27 in upper years and since this change had not taken place the loss in anticipated revenue was great.

In response to a question from Mr. Beatty, Professor Nind explained that university planning had centred around a total enrolment of 4,000 students. He emphasized that every effort was being made to retain the emphasis on the individual which characterized the Institution.

Referring to the paper entitled, "Small Group Teaching: A Student Perspective", prepared by the four presidents of the student bodies of the colleges of Trent University and distributed at the meeting, the view was expressed that the career aspect of a university education was diminishing rapidly, with people now attending university for a variety of reasons, such as a desire to exchange ideas, to participate and to enhance human contact.

B. Finance

Dr. Wright noted that if the notion of diversity led inevitably to higher costs, the question should then be

asked as to whose responsibility it was to bear these costs? In the past, it was noted, additional costs were covered by a special grant made to Trent because of its small size. It was further questioned that in the event that these higher costs were an inseparable part of the Trent pattern, whether it should be the individual student or the taxpayer who would have to pay these costs.

During the discussion which followed, Professor Nind indicated that it was not only that Trent was under-financed, but that general arts and science throughout the Province was not receiving a fair share of the support provided.

One professor urged the re-allocation of some of the funds being devoted to graduate studies to places like Trent where the money could be used more effectively. He suggested that expenditures on graduate studies were not being utilized to greatest advantage. In reply, Dr. Wright enquired whether the Government should be involved in instituting changes of that nature, since action on the part of the Government in this regard would undoubtedly be considered as an invasion of university autonomy. During the conversation that followed in this topic, one member of the Trent delegation made the observation that perhaps students were taking graduate studies because there was something missing in their undergraduate work.

C. General Discussion

Dr. Parr noted that the Trent brief indicated that Ph.D. graduates lacked the necessary breadth of background to qualify them to teach effectively at that institution. He suggested that since Ph.D.'s were not wanted in industry, and since Trent was now indicating the same for university teaching, perhaps the University had the responsibility for changing the pattern with respect to the latter. He suggested that the President initiate action within his own University or that perhaps the Council of Ontario Universities and other bodies should take action in this regard. He indicated that the Deans of Graduate Studies themselves could not be expected to move in this direction.

Dr. Gerstein enquired as to what studies the University had undertaken with their graduates to attempt to assess the qualitative benefits of the unique program being offered at Trent. Professor Symons replied it was very difficult to measure this aspect of teaching.

In his closing remarks, Professor Symons called upon

the Committee to continue to give sympathetic consideration to Trent University. Mr. Sandwell the Chairman of the Board of Governors noted that it was not part of the function of the Board to take an interest in the academic functioning of the University but to look into its financial matters.

Dr. Wright closed the meeting by saying that the Committee understood very well the efforts being made at the University by the faculty and students but suggested that the general pressure on resources was not about to lessen.

The delegation withdrew at 11:45 a.m.

1807

EMERGING GRANT SUPPORT 1971-72

Copies of the memorandum to the Committee on University Affairs on Emerging Grant Support 1971-72 were distributed to the members of the Committee.

1808

PRELIMINARY ENROLMENT REPORT

Copies of the preliminary report entitled, "Ontario Universities 1971-72 Enrolment Report" as submitted by the universities at 1st October, 1971 were also distributed for information.

The meeting adjourned at 12:00 noon.

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Chairman

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Secretary

COMMITTEE ON UNIVERSITY AFFAIRS

MINUTES

Minutes of the meeting of the Committee held on Monday, 25th October, 1971, in the Conference Room of Trent University with Carleton University commencing at 1:45 p.m.

Minute

1809 . PRESENT

Dr. D. T. Wright Chairman

Mr. P. Beatty

The Honourable L. M. Frost, P.C., Q.C.

Dr. R. Gerstein

Dr. P. Grosskurth

Mr. J. O'N. Hughes

Dr. S. Ostry

Dr. J. G. Parr

Dr. R. J. Rossiter

Mr. N. A. Sisco

Mr. H. A. Cotnam

Mr. J. C. Yen

Secretary

Mr. H. H. Walker

Mr. A. P. Gordon

Mr. L. M. Johnston

Mr. J. D. McCullough

1810

CARLETON UNIVERSITY

The Committee met with representatives of Carleton University comprising the following:

Dr. A. D. Dunton, President and Vice-Chancellor

Professor H. H. J. Nesbitt, Dean of Science

Professor J. Ruptash, Dean of Graduate Studies

Professor R. A. Wendt, Dean, Faculty of Arts,
Division II

Mr. A. T. Tolley, Dean, Faculty of Arts,
Division I

Professor D. A. George, Dean of Engineering

Professor D. W. Sida, Dean, St. Patrick's College,
Division of the Faculty of Arts

Professor G. R. Love, Director of Planning and
Professor of Physics

Professor J. Holmes, Professor of Chemistry

Professor B. A. McFarlane, Professor of Sociology

Professor M. Thistle, Professor of Journalism

Mr. A. B. Larose, Bursar

Mr. D. Mowbray, Student

Dr. Dunton expressed the regrets of Mr. Golden, the retiring Chairman of the Board of Governors, for not being able to be at the meeting with the Committee.

A. Enrolment

Referring to the brief submitted by Carleton University, Dr. Dunton noted that many of the figures contained therein were invalid since enrolment figures had changed. He continued by saying that full-time enrolment was 750 below that projected and indicated that changes in the economic picture tended to have a strong effect on the institutions at the "edge of the Province". Dr. Dunton also noted that enrolment reductions were apparent not only in the qualifying and first year programs but also in advanced years. Surprisingly, part-time enrolment was also decidedly below projections and preliminary indications were that this year's enrolments would be below last year's. He reported that the shortfall in enrolment would result in a reduction of approximately \$2 million in the estimated total income of the University. He noted that this would not only affect their current year's operation but also that of future years, especially if this down-turn in enrolment was the beginning of a new trend rather than a one year deviation from the norm.

Dr. Dunton noted as well that grade 13 enrolment was below last year's actual projected rather than higher as had been anticipated. Because of this he indicated that the University felt that a fairly sizeable reduction in their projections for future years would have to be made. As was the case for a number of universities, Carleton did not know until very late in the admissions season that the numbers of students would drop so significantly.

He noted that Carleton did not anticipate any great expansion in programs in the immediate future. He mentioned that at the graduate level, the University had been preparing for some years to develop programs (in history for example) and that failure to continue with these plans where libraries had been accumulated and resource facilities developed would represent a waste of resources. He expressed the hope that the Committee would recommend some measure of relief to institutions whose enrolments had fallen considerably short of projections. He suggested that a comparable scheme for under-runs of enrolment might be developed as had been the case for over-runs.

Dr. Wright called upon Mr. Gordon to talk about shortfalls in enrolment. Mr. Gordon responded by saying

that the matter was of general concern and that the Department of Colleges and Universities hoped to do some analysis and opinion sampling of those who are not where they were expected to be. He indicated that the universities would be asked to supply some information in this regard.

During the discussion which followed it was noted that perhaps students were questioning more deeply the basis upon which they were obtaining their formal education.

Dr. Wright asked whether the presence of a clearing-house might have overcome some of these problems. Dr. Dunton indicated that because the fall-off came so late, university officials could see no way in which a clearing-house would have helped.

B. Employment

In response to Mr. Beatty's questions concerning job placement for graduate students and whether any study had been undertaken on job expectations, Dr. Dunton pointed out that when one was short on funds one tended to be short on service as well. Dr. Wright noted that this general question was of concern to the Commission on Post-Secondary Education and that a report was due shortly.

C. Library Study

Dr. Parr questioned the extent to which books were being used in the library and asked whether any study had been made on the use of the library. Dr. Dunton responded by saying that circulation had climbed but that no specific study on the nature of its use had been undertaken because of the cost factor involved.

In response to Mr. Beatty's question on the amount of access the general public has to the University library, it was noted that the University instituted a small fee, in the region of \$10 - \$15 annually, for outside people using the facilities. Referring to Dr. Parr's question, Dr. Wright suggested that perhaps the Committee could provide money for a study to be undertaken, to which Dr. Dunton responded that financial assistance would be most helpful.

D. Graduate Enrolment

A replacement page 25 of the brief was distributed. It was noted that this table included not only master's and Ph.D.'s but also diplomas in business administration. Dr. Wright acknowledged that it was a difficult situation and that these projections were still higher than

increases planned in undergraduate enrolment. Dr. Holmes asked what ratio of graduate to undergraduate enrolment might be considered reasonable and suggested that perhaps it would be 1 to 10.

Dr. Rossiter made the observation that less than one-half of the graduate students were Canadians and noted that apparently the percentage of Canadian students had declined over the last year. Dean Ruptash replied that it would be more realistic to examine the distribution of citizenship within the total graduate faculty and that it was dangerous to look at these figures in isolation. He suggested that the winter and spring terms might be quite different from the fall term.

E. Lapp Report

With respect to the Lapp report, "Ring of Iron", President Dunton indicated that Carleton accepted the general features of the report, although there were a few details which they would like to see changed.

F. Integrated Part-time Studies

In connection with integrated part-time studies, Dr. Dunton reported that Carleton University had been totally integrated in its teaching of full-time and part-time studies. In terms of remuneration for summer teaching it was noted that at Carleton (as at other Ontario universities) additional salaries were paid to instructors. He suggested that any changes in the latter would require adjustments in the administrative structure which could cause some problems.

G. Capital Requirements

Referring to capital needs, a request was made for funds for an art gallery which the University proposed to build underground because the main academic area was now almost fully utilized. It was indicated that an area was needed which could be utilized by the whole university community and which at the same time would ensure that proper care be given to works of art from potential donors.

H. Graduate Development

Mr. Sisco enquired of Mr. Mowbray whether he felt that the general graduate development process at Carleton was relevant. Mr. Mowbray replied that the new rules governing limitation of support for graduate students had created problems and certain diseconomies of operation and that it was hoped that it would be possible to make some adjustment in this regulation.

Professor Holmes noted that in the last few years, chemistry had reduced its graduate enrolment from 266 to 120. He pointed out that, apparently, immigration authorities

abroad did not suggest to would-be immigrants that employment opportunities might be limited. Conversely, it was suggested that some students who had been living for a number of years in Canada with their families but who had not taken out Canadian citizenship were included with other landed immigrants in the analysis of the origin of graduate students.

Dean Nesbitt warned that with the limited evidence at hand on graduate studies, it was possible to make great mistakes in the future unless extreme caution were used in responding to the present situation. He suggested that a strong graduate program should be continued but the emphasis should be to train competitive skills with a broader range.

The delegation withdrew at 4:50 p.m.

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Chairman

.....
Secretary

COMMITTEE ON UNIVERSITY AFFAIRS

MINUTES

Minutes of the meeting of the Committee held
on Tuesday, 26th October, 1971, in the Conference
Room of Trent University, with Queen's University
commencing at 9:45 a.m.

Minute

1811 PRESENT

Dr. D. T. Wright Chairman

Mr. P. Beatty

Mr. W. Dodge

The Honourable L. M. Frost, P.C., Q.C.

Dr. R. Gerstein

Dr. P. Grosskurth

Mr. J. O'N. Hughes

Dr. S. Ostry

Dr. J. G. Parr

Dr. R. J. Rossiter

Mr. N. A. Sisco

Mr. H. A. Cotnam

Mr. H. H. Walker Secretary

Mr. A. P. Gordon

Mr. L. M. Johnston

Mr. J. D. McCullough

1812 QUEEN'S UNIVERSITY

The Committee met with a delegation from Queen's University comprising the following:

Mr. J. D. Gibson, Chairman, Board of Trustees

Dr. J. J. Deutsch, Principal

Dr. D. Campbell, Department of Psychology

Dr. C. M. P. Crowder, Department of History

Professor H. M. Edwards, Associate Dean, Applied Science

Dr. G. A. Harrower, Vice-Principal (Academic)

Mr. B. Trotter, Head, Office of Academic Planning

Mr. P. Burke, Student, Faculty of Arts and Science

Mr. T. Garrard, Student, Graduate Studies

Mr. P. Jackson, Student, Faculty of Arts and Science

Mr. J. Courtright, Vice-Principal (Development and Information)

Mr. D. Bonham, Vice-Principal (Finance)

Mr. R. J. Kennedy, Vice-Principal (Administration)

Dean R. Uffen, Faculty of Applied Science

Dean R. L. Watts, Faculty of Arts and Science
Dean D. A. Soberman, Faculty of Law
Dean V. Ready, Faculty of Education
Dean R. J. Hand, School of Business
Dean E. Jean Hill, School of Nursing
Dean R. L. McIntosh, School of Graduate Studies
Professor H. M. Love, Associate Dean, Faculty of Arts and Science
Professor W. S. Peruniak, Assistant Dean, Faculty of Education
Professor G. Kelly, Associate Dean, Faculty of Medicine
Mr. D. A. Redmond, Chief Librarian
Mr. M. Sayer, The Principal's Academic Colleague to COU
Mr. E. Monahan, Executive Assistant to the Principal
Mr. K. Gunn, Executive Assistant to Vice-Principal (Academic)
Mr. E. W. Thrift, Campus Planner
Mr. M. Creet, Office of Academic Planning
Miss I. Smith, Office of Academic Planning
Mr. J. Whitely, Executive Assistant to the Principal
Mr. F. A. W. Ault, Student Senator, Faculty of Law
Mr. J. A. Bennett, Electrical Engineering and President, Faculty Association
Mr. J. K. Des Marteau, Student Senator, Faculty of Medicine
Mr. K. Gesell, Office of Campus Planner
Mr. L. Moore, Director, Public Relations
Mr. P. Riley, President, Alma Mater Society
Mr. A. Armstrong, Whig Standard
Mr. J. Murray, CFRC Radio Station

A. Introduction and General Comments

During his presentation of the material contained in the brief, Dr. Deutsch emphasized that Queen's realized the necessity of raising the student/staff ratio and indicated that the great challenge to them was to be able to accomplish this without endangering the quality of the educational process. He noted that in the 1960's the University was successful in meeting the problems of rapid growth without sacrificing the quality of education given.

In discussing research, Dr. Deutsch reported that uncertainties of Government policy were a source of unhappiness. He felt it was time to take a mature view of the situation in Canada and acknowledged that it was expensive. He also reported that Canada should attempt to produce innovators but, with expenditures being constrained, there was a danger of reverting to a situation where Canada would increasingly be dependent on the efforts of other nations.

Dr. Deutsch indicated that in trying to recruit staff there still were not sufficient numbers of qualified Canadians in some areas. He also indicated that the quality of incoming students was affected by the problem of financial aid, as well as by the number of foreign students entering graduate schools who were attracted to the standard of living in Canada as well as by the possibility of a high income after graduation.

Speaking of capital, Dr. Deutsch expressed the University's appreciation of the cyclic renewal feature of the capital grants formula and enquired whether this feature would be applicable to buildings which the University financed itself. He explained that in spite of the economic climate and difficulties in obtaining support, the University had embarked upon a fund raising campaign in order that they might obtain private resources. However, the problem of renewal of such buildings was a major concern if Government funds were not supplied for this purpose.

In responding to the brief, Dr. Wright congratulated the University on the responsible approach it had taken in addressing the problems to be faced in the 1970's. Dr. Deutsch stressed that the Queen's approach was based on the principle of the inherent necessity for universities to resolve their own problems and to guard carefully the rights of diversity and self-determination.

B. Graduate Enrolment

In referring to page 60 of the brief, Dr. Rossiter noted the anticipated growth of 30 per cent in graduate studies as opposed to an increase of only 15 per cent in total enrolment. He indicated that such a pattern of development was projected by a number of universities with the result that the total projections for graduate studies were too large. He enquired as to how this problem might be resolved without the direct intervention of the Committee or the Government in the affairs of universities. Dr. Deutsch stressed that Queen's University was taking a mature view of this problem and stated that it was his view that not every university required fully developed graduate schools.

Dean McIntosh suggested that Ph.D. training and master's training should perhaps be examined from a different perspective in terms of both the total number of students admitted and the approach taken. He suggested the establishment of a provincial graduate admission system, whereby those students selected would be directed to these institutions which seemed best able to meet their needs. Mr.

Frost suggested that such regimentation would reflect against the universities' independence. Dr. Deutsch explained that it was Queen's idea for the universities to start this provincial system themselves. Dr. Gerstein asked how long the Province could afford to wait for a scheme such as this to be introduced, to which Dr. Deutsch admitted that there were real difficulties involved but expressed the hope that Queen's might have some measure of success in its attempts to inaugurate the system.

Dr. Deutsch noted that one of the best ways of maintaining diversity was to allow the universities to build on their own strength and suggested that not all universities have to be alike nor do they all have to give the same programs.

Dr. Grosskurth indicated that, in her view, there was a great necessity for increasing the quality of standards of Ph.D. graduates in order to make them more acceptable throughout the world. There followed a general discussion on various aspects involving the preparation of individuals for employment both within and without the university community.

Dean Soberman cautioned against over reacting to the seeming over-supply of professional and highly trained people and suggested that efforts should be made to ensure the placement of such people in positions which are appropriate to their background, experience and interests. He further indicated that an apparent over-supply might be healthy.

Dr. Deutsch noted that while much was said about the need for preparing Ph.D.'s for teaching roles, little was done in assisting them in learning to teach. He suggested that more activity could be carried out in this regard.

C. Reduction in Length of Course Work

In response to Mr. Dodge's question concerning the shortening of a B.A. program from four years to three years, Dr. Deutsch suggested that more effort should be made to accommodate the scheduling of those who are not able to attend on a full-time basis. He emphasized that the universities should not try to do it in a single pattern but should be flexible.

Mr. Dodge reiterated his question concerning the necessity for such a lengthy time being necessary for the completion of professional training in law. Dean Soberman indicated that charges were anticipated in these requirements. He explained that the committee of representatives from the

Law Society and the University law school which was studying the whole question was expected to present proposals early in the new year.

The meeting adjourned at 12:15 p.m.

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Chairman.

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Secretary.

COMMITTEE ON UNIVERSITY AFFAIRS

MINUTES

Minutes of the meeting of the Committee held on Tuesday, 26th October, 1971, at Trent University, with the University of Ottawa commencing at 1:55 p.m.

Minute

1813 PRESENT

Dr. D. T. Wright Chairman
Mr. P. Beatty
Mr. W. Dodge
The Honourable L. M. Frost, P.C., Q.C.
Dr. R. Gerstein
Dr. P. Grosskurth
Mr. J. O'N. Hughes
Dr. S. Ostry
Dr. J. G. Parr
Dr. R. J. Rossiter
Mr. N. A. Sisco

Mr. H. A. Cotnam
Mr. J. C. Yen

Mr. H. H. Walker Secretary
Mr. A. P. Gordon
Mr. L. M. Johnston
Mr. J. D. McCullough

1814

UNIVERSITY OF OTTAWA

The Committee met with representatives of the University of Ottawa comprising the following:

Mr. R. N. Seguin, Chairman, Board of Governors
Dr. R. Guindon, O.M.I., Rector
Dr. J. Grace, Chairman, Executive Committee,
 Board of Governors
Mr. E. Steele, Chairman, Planning and Construction
 Committee, Board of Governors
Dr. M. Chagnon, Vice-Rector, Teaching and Research
Mr. A. K. Gillmore, Vice-Rector, Administration
Dr. J. M. Joly, Assistant Vice-Rector, Institutional
 Research and Planning
Mr. P. Boulet, Assistant Vice-Rector, Academic Services
Mr. J. McCarthy, Assistant Vice-Rector, Administration
Mr. T. Lacombe, Assistant Vice-Rector, Student Services
Mr. G. Amyot, Registrar
Mr. W. J. Boss, Director, Public Relations
Dr. D. Carrier, Dean, Social Sciences
Mr. A. D'Iorio, Dean, Science and Engineering

Dr. P. Hagen, Dean, Graduate Studies

Mr. P. Harvard-Williams, Dean, Library Science

Dr. M. LeBlanc, President, Professors' Association

Mr. R. Chartrand, President, Students' Federation

Dr. Guindon distributed and read a letter dated 26th October, 1971, addressed to Dr. Wright, a copy of which is attached.

A. Graduate Enrolment

Dr. Wright noted an anticipated growth of graduate enrolment of 70 per cent for the next five years. Dean Hagen indicated that these figures were not particularly reliable but were based on the anticipated development by individual departments. Dr. Wright asked whether, in the face of the current situation, the University should anticipate any necessity of reducing the numbers as projected in this manner. Dr. Guindon indicated that, in his view, if restrictions were required they should be based on a reduction in funding and should not be achieved through limitation of enrolment or similar decisions which would affect academic planning.

Dr. Guindon agreed that there were a number of problems in the graduate area which needed resolution but objected strongly to any attempts to solve these by blanket decisions affecting the whole system. He urged that attention be paid to the specific problems and that answers be sought for these instead.

Dr. Parr asked whether the University of Ottawa was taking any specific action to adopt their doctoral programs to meet the change in needs, including the desire of most Ph.D. candidates to become university teachers. Dr. Rossiter asked whether the graduate enrolment figures shown in Table A were those upon which the planning of the University were based with respect to facilities, teaching staff, etc. He also noted that Ottawa anticipated an increase of 70 per cent in graduate enrolment as compared with 40 per cent in undergraduate enrolment. He indicated that this pattern was evidenced in a number of universities and suggested that such an escalation was unrealistic, particularly if graduate enrolment had to be based on the output of Ontario universities. Dr. Chagnon suggested that there was increasing pressure from the labour market for more and more education so that it would be impossible to educate too many students at the graduate level.

B. Enrolment

Dr. Gerstein asked whether the University of Ottawa noticed a drop in the number of returning students whom they had anticipated would register this year. Dr. Guindon responded that Dr. Joly was conducting a survey

of this subject in order to attempt to determine the reasons behind the situation. Mr. Dodge wondered whether fees were a factor. Father Guindon suggested that both the increase in fees and the reduced support for graduate students were an influence. It was noted that the decrease in part-time enrolment was as large as it was for full-time at the University of Ottawa. Father Guindon also noted that one publicly expressed objective of graduate education in Ontario, and North America, was that it served the labour market and thereby contributed to the growth of the economy. It was agreed that consultation among all parties was required in order to arrive at rational solutions with regard to problems which face post-secondary education. Much discussion followed on graduate students and their effectiveness in the labour market.

Dr. Ostry suggested, during the discussion which followed, that there may be other ways to improve productivity and the standard of our country which were less expensive than attempting to educate people to a very high level and then to allow such people to be "under employed" subsequently.

During further discussion of graduate enrolment, Dr. Hagen emphasized that the reported figure of 1,369 was optimistic and suggested that 1,230 appeared to be a fairly stable figure which would probably be maintained during 1972-73.

C. Bilingual Education

When discussing the bilingual aspect of the University of Ottawa, it was noted that 58.9 per cent of students listed French as their mother tongue, 32.6 per cent listed English with 8.5 per cent listing "other". Sixty per cent of the teaching staff were capable of teaching in both languages.

In discussing the question of law education, the Rector pointed out that since Ontario was on the verge of admitting evidence in court in French, it would soon be necessary for the University of Ottawa to respond to the need which would be created for programs in common law in French as well as in English.

Dr. Wright asked for information concerning the trends in enrolment of French-speaking Ontarians in the University. The Rector mentioned that enrolment had risen in the last four years from 800 to 2,000 students. He stated that the impact of the new French grade 13 program was already being felt and that the University anticipated even greater increases in the future. He noted also that the preliminary year was being phased out with the growth of French language secondary schools in Ontario.

D. Health Sciences

With respect to health sciences, Dr. Rossiter suggested, since the University was aware that it would receive funds for a new health science centre, that it use its own funds on a temporary basis for its planning in order that action could be taken immediately when approval was granted. Mr. Walker indicated that he intended to table the University's brief with respect to health sciences with the Senior Co-ordinating Committee for Health Sciences at its next meeting.

E. Report on Costs of Bilingualism

In response to a question from Mr. Dodge, Father Guindon indicated that the special report on the costs of bilingualism would be available in approximately one month's time.

F. Student Housing

In the area of student housing, it was observed that students were finding residences a very costly proposition, which might account for the fact that the University of Ottawa had 150 spare beds.

G. Information Systems

Dr. Wright, in his response concerning information requirements of the Committee, indicated that he was very much aware of the critical need for good information and noted that there had been discussions between the Department of Colleges and Universities and Statistics Canada with a view to establishing common definitions and reports. Father Guindon indicated that he would be prepared to co-operate to the fullest in jointly defining real problems.

H. Shortfalls in Enrolment

Mr. McCarthy pointed out that the decline in enrolment had rendered invalid the figures included in the brief. Since this was a Provincial situation he asked if any financial assistance would be given to institutions facing such problems. Dr. Wright responded by saying that it had always been anticipated that there would be over-runs and under-runs and that, while the Committee and the Department were examining the situation, one would normally expect the universities themselves to cope with this situation. He noted that some of the smaller institutions were proportionately at a greater disadvantage as a result of this factor. He noted, however, that both universities and Government share the responsibility of improving their planning in order to overcome these problems as much as possible.

The meeting adjourned at 4:15 p.m.

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Chairman

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Secretary

UNIVERSITÉ D'OTTAWA

550, RUE CUMBERLAND



OTTAWA, ONTARIO
K1N 6N5 Canada

CABINET DU RECTEUR

UNIVERSITY OF OTTAWA

550 CUMBERLAND STREET

OFFICE OF THE RECTOR

October 26, 1971



Dr. D.T. Wright,
Chairman,
Committee on University Affairs,
481 University Avenue,
TORONTO 101, Ontario.

Mr. Chairman,

It is my privilege to present to you and to the members of your Committee the sixth annual review submitted by the University of Ottawa since the promulgation of its Act, in 1965.

From unstructured discussions centered on anticipated budget deficits and on requests to the Government to meet them with corresponding grants in aid, the provincially-assisted universities of Ontario have moved the formula financing and, more recently, to annual meetings with your Committee, prepared by the answering of a steadily thickening pile of questionnaires.

The new format undoubtedly provides an opportunity for the institution to analyse and to assess its own operation, and for your Committee to take the pulse of the "system" of higher education in the Province. In order for this local and provincial assessment to be valid, the following two conditions, at least, should be met:

First, the data must be meaningful; this absolutely requires that the objectives be clearly defined, and the methods and procedures thoroughly analysed and checked in order to insure that they really contribute to the stated objectives.

Second, this compatibility with the objectives must, in turn, be complemented by compatibility among the reports submitted by all institutions concerned.

While progress has been made on these two counts, we wish, after a few years' experience, to suggest that much remains to be done, and that the time has come to reassess our procedures. It is our feeling that the data accumulated over the last few years is definitely more commendable by its mass than by its real significance.

We, at the University of Ottawa, -- and we gather that this conviction is shared by many of our sister institutions -- are convinced that:

- a) the goals of the Committee on University Affairs -- and/or the Department -- in preparing these questionnaires and forms have not been stated sufficiently clearly for us to understand them properly; and
- b) the questionnaires and forms themselves contain a sufficient number of ambiguities to prevent them from being considered, by the very officers of the University whose responsibility it is to gather and to report the data, as valid instruments to measure the factual situation of their institution. This being the case, one immediately is led to question the validity of the province-wide picture obtained by combining the data provided by all provincially-assisted universities;
- c) in particular the line is not sufficiently drawn between what is considered a "forecast" and what is a tool in a decision-making process.

The forecasts which we submit are concerned with the assessment of where we think the development of the actual situation will lead. Now this is very different from the assessment of where we think development should go.

Far from being just critical or pessimistic, the above mentioned comments are inspired by a desire to help devise a sound methodological approach to a difficult problem. The original hypothesis in any research project has to be constantly reassessed and refined in the light of the difficulties encountered in the process, and particularly in the light of the objectives one is trying to achieve.

We strongly recommend, therefore, that in order for those yearly meetings to accomplish what we assume they intend to accomplish, the goals and procedures of any new research and/or assessment undertaking be jointly determined by CUA and COU (and by the Department if it is felt necessary), sufficiently in advance to permit the institutions which have reached different stages of institutional research to gear themselves to provide the requested information without going into a time- and manpower-consuming operation that will inevitably have the appearance of "instant research". One must be extremely careful to prevent this exercise from becoming as frustrating as it is irrelevant both for the individual university and for the system. So much time, effort and money is involved in the preparation of these reports that we must not be accused of waste of scarce resources.

We shall turn now to the long agenda and we shall try to answer any questions that you or the members of your Committee might wish to raise on the report that is before you.

Dr. J.-M. Joly, Assistant Vice-Rector for Academic Planning, will summarize the enrolment information (Section I). The deans present and Mr. G. Amyot, Registrar, will be available for any further information. I suggest that paragraph 4 of Section II be examined in connection with Section I, and presented by Dr. P. Hagen. Vice-Rector Gillmore and Mr. J. McCarthy, Assistant Vice-Rector, will then present the Financial Information under Section II for operating funds and capital support. Mr. Lacombe, Assistant Vice-Rector, Student Services, will present the problem of Student Housing. Dr. M. Chagnon, Vice-Rector (Academic), will speak about the recruiting of Faculty members and the various questions raised in Section III of the agenda, under the heading "Increasing the effectiveness of the universities".

This is, unquestionably, a wide and varied spectrum of problems for a meeting of a few hours. In itself, it is a sufficient indication that the format of these meetings has to be looked at with a critical eye, lest they become a steadily more frustrating operation, both for members of your Committee and for those who have spent a considerable number of regular and extra hours in preparing this submission.

Yours sincerely,

Roger Guindon
Roger Guindon, O.M.I.,
Rector.

COMMITTEE ON UNIVERSITY AFFAIRS

MINUTES

Minutes of the meeting of the Committee held on Monday, 8th November, 1971, with the University of Waterloo, at the University of Waterloo commencing at 9:30 a.m.

Minute

1815 PRESENT

Dr. D. T. Wright	Chairman
Mr. P. Beatty	
Dr. R. Gerstein	
Dr. P. Grosskurth	
Mr. J. O'N. Hughes	
Dr. M. J. Lavigne	
Mr. R. W. Mitchell, Q.C.	
Dr. S. Ostry	
Dr. J. G. Parr	
Dr. R. J. Rossiter	
Mr. N. A. Sisco	
Mr. H. A. Cotnam	
Mr. J. C. Yen	
Mr. A. P. Gordon	Acting Secretary
Mr. L. M. Johnston	

Minute

1816

THE UNIVERSITY OF WATERLOO

The Committee met with a delegation from the University of Waterloo comprising the following:

Dr. H. E. Petch, Vice-President, Academic, Chairman
Dr. P. G. Cornell, Dean of Arts
Dr. B. C. Matthews, President, ex-officio
Mr. A. B. Gellatly, Vice-President, Finance and Operations
Dr. A. N. Sherbourne, Dean of Engineering
Dr. P. H. Nash, Dean of Environmental Studies
Dr. D. A. Sprott, Dean of Mathematics
Dr. G. S. Kenyon, Dean of Physical Education and Recreation
Dr. W. B. Pearson, Dean of Science
Dr. G. E. Cross, Dean of Graduate Studies
Dr. J. C. Gray, Faculty of Arts
Dr. L. A. K. Watt, Faculty of Engineering
Dr. T. E. Bjornstad, Director, School of Architecture
Dr. A. Kerr-Lawson, Faculty of Mathematics
Professor C. A. Griffith, Faculty of Physical Education
Dr. P. E. Morrison, Faculty of Science

Dr. A. M. McLachlin, Representative from the Affiliated Colleges
Father J. R. Finn, Representative from the Federated College
Mr. C. T. Boyes, Registrar
Mr. K. R. Venkataramiah, Graduate Student
Mr. P. Warrian, Graduate Student
Mr. D. P. Robertson, Director, Academic Services
Mr. B. Foord, Systems Analyst

A. Enrolment

Following introductions Dr. Matthews opened the discussion by pointing out that owing to the shortfalls in enrolment experienced, new projections would have to be submitted by the University for both undergraduate and graduate enrolment. A general discussion followed on the nature of the enrolment experience and it was noted by Dr. Matthews that in the case of Waterloo, the shortfall had been more evident for students in advanced years than for the freshman class.

Mr. Gordon noted that the Department of Colleges and Universities was concerned about the enrolment shortfall and was undertaking a study to determine the likely causes. It was anticipated that the general design for the study would be prepared within approximately two weeks time after which the Department expected to engage a private firm to conduct an opinion survey.

Dr. Wright noted that information about the nature and causes of the shortfall would be extremely useful. For example if it is determined that the reduction in enrolment is more than a short-term phenomenon it is possible that the entire university financing scheme would need revision to take into account the uncertainty of projections.

Further discussion followed on the subject of shortfalls in enrolment during which it was noted that there could be a multiplicity of reasons which should be taken into account. It was noted that part-time enrolment and summer school enrolments were also down from what had been expected. Dr. Matthews pointed out that it was possible that many students had taken permanent jobs because they feared that it would be increasingly difficult to obtain jobs in future years. It was agreed that more data were needed before any conclusions could properly be drawn.

B. Rationalizing Graduate Enrolment and Programs

Dr. Wright noted that graduate enrolment at Waterloo is expected to grow at a more rapid rate than undergraduate enrolment and that this phenomenon was most likely a function of departmental aspirations as opposed to a legitimate demand for graduate instruction.

Dr. Petch replied that since undergraduate enrolments were reaching optimum levels, and therefore being held relatively constant, it was not unreasonable that graduate enrolments would grow faster since acceptable levels were not yet in sight. Dr. Petch further said that at Waterloo the percentage of non-Canadian students was being reduced.

Dr. Wright pointed out that in the area of graduate studies it would now perhaps be appropriate to devise a mechanism for rationalizing the total size and make-up of the graduate education system in Ontario. He indicated that it might be desirable to examine the feasibility of implementing a central system for selecting graduate students and for distributing funds. A general discussion followed on the subject of the extent to which graduate education could be rationalized. Dr. Petch enquired whether it would be possible to plan graduate school growth on a basis of employment opportunity. He further enquired whether it would perhaps be desirable to have a more explicit statement of goals and objectives for higher education in general, since policy-making approaches with indirect controls tend to have negative effects on many components of the system.

Dr. Wright replied that deterministic planning efforts are extremely difficult. Dr. Ostry noted that it was likely that the best that could be done is to attempt a simulation of an open market where information is made available to individuals who in turn make decisions on the basis of this information. It was suggested that the Advisory Committee on Academic Planning would perhaps be the best agency for beginning this process.

C. University Advisory Body

Dr. Cross suggested that it might be desirable to establish a top level advisory body on universities. Some discussion was held on this suggestion.

D. Ontario Graduate Fellowships

Dr. Wright noted that the Ontario Graduate Fellowship Program was originally introduced with the specific objective of producing qualified teaching staff for the Ontario university system. This objective, however,

appears not to have been fully attained since many faculties are still experiencing difficulties in recruiting qualified personnel.

Some discussion followed on the usefulness of the Ontario Graduate Fellowship Program and it was noted that while Ontario graduate programs were preparing substantial numbers of qualified Ph.D.'s in well-established disciplines there were still difficulties in obtaining candidates for newer and highly-specialized program areas. It was further noted that senior faculty members were also in short supply.

E. General Discussion

At this point in the proceedings the Committee received a brief (attached) from Mr. K. R. Venkataramiah, Graduate Student, Member, Senate Task Force on CUA Brief, University of Waterloo.

Dr. Wright acknowledged the brief and noted that since the subject matter contained in the brief represented intra-institutional matters, it would perhaps be more appropriate if the contents were discussed between the graduate students and the administration of the University.

The Committee received another brief (attached) from the National Canadianization Committee. Dr. Wright acknowledged the brief and indicated that the Committee would give its consideration to the contents of the brief at the earliest possible time.

A general discussion followed on qualification criteria for Ontario graduate student fellowships and faculty hiring practices.

The Waterloo delegation withdrew at 12:15 p.m.

.....
Chairman

.....
Secretary

University of Waterloo



Waterloo, Ontario, Canada

Faculty of Engineering
Department of Civil Engineering

November 8, 1971.

Members of the Committee on University Affairs,
Government of Ontario.

Sirs:

Enclosed please find a few comments and suggestions on the "brief" being presented to you by the University of Waterloo. The comments are related to: (1) Class size Data, (2) Faculty Teaching Load, (3) Academic Year Alternative for Post-Secondary Education and Year-Round operation, and (4) University operating funds. I hope that the comments and suggestions would receive your kind attention.

I was unable to submit the enclosed document to the Senate Task Force on CUA-Brief earlier, due to unavoidable circumstances.

I sincerely apologize for the delay.

respectfully yours

K.R. VENKATARAMIAH

Graduate Student
Member, Senate Task Force on CUA-Brief
University of Waterloo.

c.c. Members of Senate Task Force on CUA-Brief
University of Waterloo.

UNIVERSITY OF WATERLOO

COMMENTS ON A "BRIEF TO THE COMMITTEE ON UNIVERSITY AFFAIRS~GOVT.OF.ONTARIO"

November 8, 1971.

by

K. R. Venkataramaiah.

1. Increasing the effectiveness of the Universities

a. Class size Data:

The following table was prepared from the data presented in forms CUA-71-S.

Discipline	Lectures, seminars, tutorials				
	Undergraduate			Graduate	
	Section size interval		Total No. of sections	Section size interval	
	1-3	4-10		1-3	Total No. of sections
Humanities	29	122	434	29	61
Biological Sciences	1	3	78	6	11
Physical Sciences	18	55	758	62	165
Social Sciences	10	39	354	30	76
Total	58	219	1624	127	313
Percentages	$\frac{58 + 219}{1624} = \frac{277}{1624} = 17\%$			$\frac{127}{313} = 40.6\%$	

This table indicates that (i) 17% of the undergraduate lecture, seminar, and tutorial sections enrolled less than or equal to 10 students; and (ii) 40.6% of the graduate lecture, seminar, and tutorial sections enrolled less than or equal to 3 students. Whatever may be the arguments in favour of small section-sizes, a large percentage of such sections does not appear to be desirable in terms of a proper utilization of teaching resources, and from the view points of efforts and economy involved. Moreover, small section sizes do not necessarily lead to better student performance. On the other hand, there appears to be a general tendency on the part of instructors to evaluate the students in small sections more liberally than those in larger sections. Such a tendency would become

evident on a thorough examination of the reports of student evaluation.

It is felt, therefore, that the Universities and the Government of Ontario should work towards establishing minimum enrolments for University courses and class sections. The establishment of minimum course enrolments would mean that a course will normally not be given if enrolment is below the minimum level. Exceptions could be made, however, in cases where it is possible to show that a particular course fills a genuine academic need. Minimum enrolment would also imply that some courses currently offered, but with consistently low enrolments, may be withdrawn, or offered less frequently (i.e. say, every other year rather than annually). The Senate of a particular University should review the situation as to whether the University can afford the luxury of supporting a large number of courses with relatively small number of students.

b. Faculty Teaching Load (Forms CUA-71-S):

The brief indicates a total of 2503 "class room" (lectures, tutorials, seminars) and "laboratory" sections which fell within the definitions of methodology and which met for a total of 5,348 hours per average week in Fall 1970. During this term, the full-time equivalent regular academic staff, available to teach, totalled 617, consisting of 144 Professors, 204 Associate professors, 203 assistant professors and 66 lecturers, after excluding all deans and faculty on leave or sabbatical. There were also 53 full-time equivalent visiting professors, adjunct professors, instructors, post-doctoral fellows, etc. (hereinafter called 'non-regular academic staff'), and 673 full-time equivalent teaching fellows during this term. This, together with the regular academic staff, constituted according to the brief, what was defined as a total of 1343 teaching resources.

However, it is not clear why only the regular academic staff (617) was considered when computing the average faculty work load in terms of course sections (4.1) per term and number of hours per week (8.7). These figures relating to work load are misleading because the non regular academic staff and the teaching fellows, who form 54.4% of total teaching resources, are excluded in computation of averages. The brief further obscures the contribution of the above teaching resources through the following statement (page 31 of the brief) : "The extent to which these two latter groups* are considered to equate to regular academic staff, in terms of their relative contributions to instruction and supervision, affects markedly any averages which are calculated on the larger basis".

* meaning non-regular academic staff and teaching fellows.

The fact that significant contribution towards teaching duties is made by the non-regular academic staff and teaching fellows is well known to the community involved in the teaching and learning process. A close estimate of their contribution could easily have been made, had separate forms CUA-71-S been prepared for each group forming the total teaching resources. However, in the absence of such information, it can reasonably be assumed that the non-regular academic staff and full-time equivalent teaching fellows contribute at least as much as the regular academic staff, since: (a) the non regular academic staff takes part in giving lectures and seminars; and (b) teaching fellows also take part in seminars and in addition, conduct tutorial classes and laboratory sections. Therefore, for a rational derivation of figures for teaching load, it is necessary to include the total teaching resources and not a part of these resources as was done in the brief. When the total equivalent teaching resources are considered, 1.86 course sections, meeting for a total of 4 hours per week, will result as the average faculty work load.

Of course, apart from section meetings around which the above discussion is centered, teaching fellows (forming 50% of the total teaching resources) share a substantial amount of additional teaching responsibilities by contributing largely to (a) solving assignment problems; (b) correcting and evaluating students' assignments regularly; (c) providing consultation outside the tutorial and laboratory class hours; (d) preparing assignment problems; (e) supervising examinations; (f) evaluating examination scripts; and some times (g) taking part in giving lectures at the request of individual faculty members. Most of the above information is not included on the brief, perhaps due to oversight, or possibly because it was assumed that the members of the Committee on the University Affairs, to whom the brief is being submitted, were well aware of the situation. However, it is felt that the contribution of each group forming the total teaching resources should be clearly indicated, only then, can a realistic evaluation of work loads etc., can be made.

c. Academic Year Alternative for Post-Secondary Education and Year-round Operation:

A wisely arranged calendar should optimize the number of terms in a year, so that there is a reduction in the number of starting and stopping classes; amount of administration involved in registration and terminal evaluation; opportunities for dropping out; and in the number of unoccupied residences, class rooms, laboratories, etc. It should, however, refrain from violating traditional customs of the community as much as possible. In addition, it would be nice if the academic terms blend with the seasons of nature. In Canada, the academic terms, could

coincide, say, with warmer months, April-September; and cooler months, October-March. It would be even better if the ending dates of the academic terms of Post-secondary Institutions are not close to the corresponding dates of Secondary schools, so that the potential employment seeking students have less conflict with their counterparts from secondary schools. Also, the calendar should not force long vacations on students on the premise that they are unable to carry heavy academic work loads though out a long year. It should rather be so arranged that students take full academic terms off if and when they choose. The present trend among students does indicate that some of them prefer to take a few terms off, rather than going right through their full academic programmes.

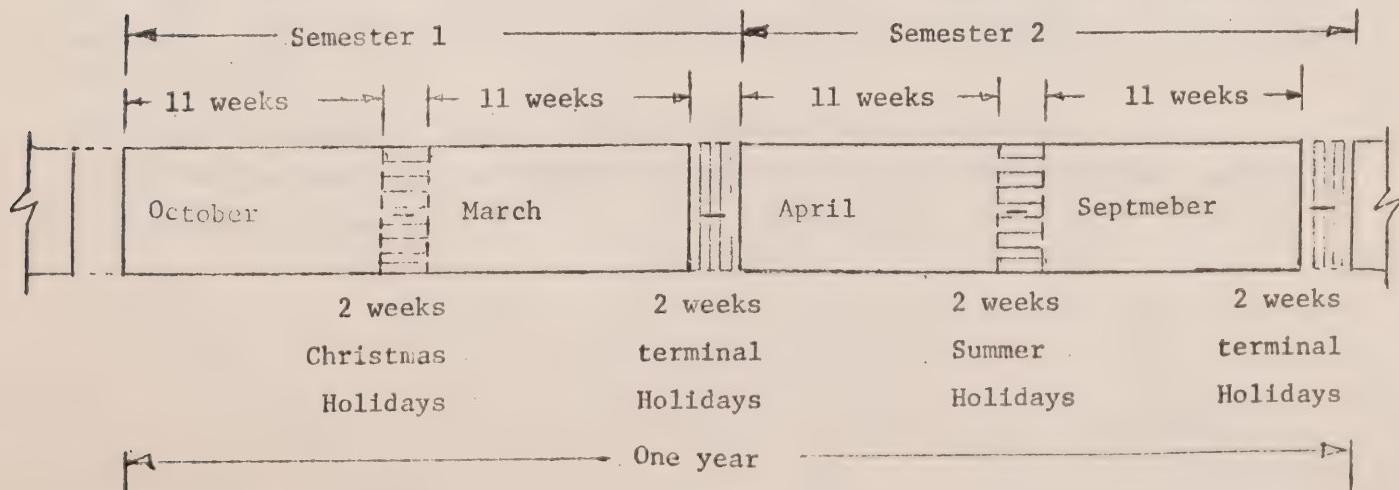
In view of the above, the three-term and one-term year systems do not appear to be optimal. The two-term year system appears to be. However, this pattern should be common for all academic programmes in the province, to allow for a harmonious functioning of all programmes in all universities and other post-secondary institutions of the province. The following two-semester calendar is proposed in the hope that it will receive an unprejudiced examination with regards to its workability and possible adoption in the future, so that post-secondary educational systems operate in a mode which is academically sound and have reasonable operating costs, yet utilize the physical plant effectively so as to minimize capital costs and reduce the length of time the students are supposed to spend in attaining their educational goals.

In the present system the number of weeks of instruction in Fall, Winter and Summer terms are 14, 16, and 13 weeks respectively. In total, there are 43 weeks of instruction in a year, averaging to 14 weeks per term.

Proposed two-semester year:

Number of weeks of instruction = $2 \times 22 = 44$ weeks.

PROPOSED 2-SEMESTER YEAR CALENDAR



Comparison of the proposed 2-semester year system with the present system

Degree Programme	Present System				Proposed 2-term year System				Increase in instruction time %	Savings in length of total time %.
	No. of terms	Length of program (years)	No. of weeks of instruction	No. of work months	No. of semesters	Length of program (years)	No. of weeks of instruction	No. of work months		
B.A., B.Sc.	6	2 2/3	90	-	4	2	88	-	2 (less)	25
B.A. (Hons), B.Sc. (Hons)	8	3 2/3	120	-	6	3	132	-	10 (more)	18
Coop Hons.	14	4 2/3	112	24	9	4½	110	24	2 (less)	4

The following are some of the features of the new proposed 2-semester year operation:

- (i) Total instruction time remains practically the same as in the present system except for Honorous programmes where there is an increase of 10% .
- (ii) Savings in total time spent by students in various degree programmes are considerable except in the case of the Coop Honorous programmes where these savings are marginal.
- (iii) There is a considerable reduction in the total number of academic terms constituting various degree programmes, so that there are considerable savings in administrative and operational costs and efforts.
- (iv) Coop programmes still can be offered in two streams.
- (v) There is no reduction in the number of work-months for Coop Honours students.
- (vi) There should not be any increase in the costs of teaching since faculty members can take a term off after every two work terms; thus, the effective working period is not increased.
- (vii) Research time available to faculty members is not altered.
- (viii) The two-semester year system also suits M.A.Sc. Coop Programmes; and other graduate programmes.

2. University Operating Funds

The following table can be prepared out of the information available in the brief.

Ratio of Salaries to Operating Budget

Group	1969-70	70-71	71-72
Faculty	34%	35%	37%
Teaching fellows	6%	5%	5%
Total	40%	40%	42%
other personnel	?	?	?

FALL 1970

- Faculty members form less than 50% of the total teaching resources
- Teaching fellows form more than 50% of the total teaching resources.

In the discussions on university operating budgets, faculty salaries drew most of the attention. The salaries of teaching fellows were not separately reported. Salaries of personnel other than the above two groups were not mentioned.

It would certainly be most useful and valuable to have the salaries of all three groups reported (as a percentage of total operating budget) for each academic year, along with the number of students enrolled. From this information, it would be possible to determine the rate of change of total salaries of each group per student enrolled. These rates would indicate the trends in expenditure related to the salaries of the various groups. It may be that the total salaries of the group consisting of 'other personnel' are rising the fastest, instead of salaries of faculty group which are usually thought to be increasing at the fastest rate. Further more, the above information may lead to a review and thus to an optimal proportion between the expenditures on different groups of personnel within the University.

It is amazing to note, however, that the percentage of operating budget spent on teaching fellows, who form slightly more than 50% of the total teaching resources, is less than one-seventh of the percentage spent on faculty members who form less than 50% of the total teaching resources. This ratio (1/1.74) would remain rather striking even when the responsibilities other than teaching, carried by faculty members, are considered. To say this is not to suggest that faculty members are paid inordinately highly. On the contrary, their earnings

are significantly less than those of their counterparts in the medical and legal professions, although the latter, by and large, are no better qualified or more capable. However, it is alarming to note the meager remunerations which teaching fellows receive inspite of their general competence, abilities and high qualifications.

The salaries of teaching fellows are not raised with experience or on the basis of proven merit as in the case of faculty members. Why one accepts such a job in the first place is yet another touchy subject which is not discussed here except to mention that it is most essential not to view teaching fellowships as a means of financial assistance to graduate students. If a teaching fellow does a good job, he does so without any hope for recognition or reward and, many a time, at the cost of damaging his own long-term interests. On the other hand, if he provides services in proportion to the remuneration he receives, the undergraduates suffer from a lack of needed assistance. In either case, the present situation is unacceptable. Although the teaching fellow occupies a pivotal position under the present university educational system, he is not paid the right remuneration, probably because he does not bargain for it through an organized union similar to the ones to which the faculty members, belong. It is not wise on the part of the authorities to assume that no problem exists in this area of university teaching. They should rather take the initiative in spotting problems and finding acceptable solutions for them before an explosive situation precipitates. Universities conduct a lot of research on many problems related to outside world; ironically, very little attention is given to problems of their own.

A general recognition of the important contribution of teaching fellows to the total teaching effort at a university appears to be rather urgently necessary. Some method must be devised to recognise and reward their efforts. A first step in this direction would be to institute three different categories which might be called teaching assistantships, teaching associateships and teaching fellowships, with progressively higher remuneration scales attached to them. An individual showing evidence of competence, industry and general teaching ability should be promoted from one category to another. It is time, the universities and Government of Ontario start working towards a unified policy on teaching assistance in Ontario Universities.

Objections
to the
(University of Waterloo)
Brief
to the
Committee
on University
Affairs

Presented for the
National Canadianization Committee
by

J. Malzan
Pure Mathematics
University of Waterloo

and

R.D. Mathews
English
Carleton University

Introduction

The following material is presented because it is the belief of the Executive of the National Canadianization Committee that the University of Waterloo's Brief to the Committee on University Affairs does not deal fairly or openly with the question of deCanadianization at this campus. We are particularly unhappy with the attempt, on pages 8 to 16, to make it appear that the present near-preponderance of foreign faculty at this university comes of necessity.

Recognizing that the composition, by citizenship, of new faculty in Ontario universities is likely to be of diminishing importance in the near future due to a simple near-absence of new positions, we feel that it is important to raise questions about future directions at Waterloo. We are concerned that new courses may be offered, and new faculty hired to teach them, simply because they are a passing rage in the U.S. In this context we are especially concerned that, in a time when there are few new positions, the graduates of Canadian graduate schools will find themselves always "out of step" with the latest chic demands.

The third, and last, section of this brief deals with the question of funding of graduate programmes in Ontario. It will be our position that graduate education should continue to have a high priority, although not in the context of the arguments used by the University of Waterloo to defend its new programmes.

On the Alleged Difficulty of Finding Qualified
Expedition Faculty

In Part 2(a) of the Waterloo Brief we are informed (page 8) that mature departments will require, for their few remaining posts, highly specialized (and, most likely, non-Canadian) persons. On page 9 we learn that new and expanding departments are in similar need of "rare birds"; in the form of persons with broad experience, leadership ability, and established stature in their disciplines.

It seems as if there is no area in which the University of Waterloo is willing to give a serious preference to the increasingly unemployment-prone graduates of Canadian graduate schools, expensive establishments though these be. The cry from the University of Waterloo, at a time when Canadian Ph.D.'s are being produced in abundance, at great cost, is for "specialists", and "senior people". Since all Ph.D.'s have a high degree of specialization, and the criteria for importance in one's academic field are, at best, hazy and, at worst, linked to grubovine practices, one must assume that what the authors of the Brief have in mind is the continued right of departments to hire entirely as they see fit, oblivious to the question of justice for Canadian graduates, taxpayers, and traditions.

It might (and no doubt will) be argued that what has been involved in the University of Waterloo's massive importation of foreign faculty, and American influence, is nothing more than a continuing "search for excellence". The results, in terms of genuine excellence, of this epic, world-wide search we leave, for the moment, to the judgement of the Committee on University Affairs, and other interested parties.

It is worth reproducing here the lines in Part 2(a) which the authors saw fit to underline:

- 1) There have been no graduate programmes available in chivalogical Duties in Canada up to the present time.
- 2) The School (of Dentistry) has two vacancies at present and has been unsuccessful in filling them to date.
- 3) the department of Kinesiology sought two people with particular qualifications and found none.
- 4) (of three recent appointments in Biostatistics) two were non-Canadians, simply because of the lack of Canadian applicants.

There are a number of things that need saying about the above statements. First, it is difficult to see why the University of Waterloo is at pains to "prove" its innocence of charges of wilfully abusing a public trust by encouraging takeover, when the position of the Administration has always been, and continues to be, that the citizenship of an applicant for a faculty position simply does not matter. In fact, nowhere in the University of Waterloo Brief will you find any trace of a commitment to "hire Canadian", where possible.

Our second point concerns the rather obvious fact that the departments mentioned in 1 - 4 (above) are among the very few that the university could quote to advantage in preparing its Brief. We will mention later examples of other departments with other histories.

It should be mentioned, too, for those readers of the Brief, who believe that the university is answering its critics by presenting these facts, that the departments in question have never been publicly censured by anyone for their hiring practices.

Finally, the reader should not assume, from Part 2(a), that advertising

is the general rule for academic vacancies at the University of Waterloo. For example, of some 10 to 15 appointments last year to the Faculty of Mathematics, not one was advertised, at least not in Canada. This, we freely admit, is not primarily the fault of the Administration, which at least encourages advertising.

A somewhat more accurate picture than that presented in the Brief will be obtained if the hiring activities of some other departments are discussed:

The Department of Philosophy: This department of about 20 has only one full member who is a Canadian citizen (unless one of the department members who was purported to be considering taking out Canadian citizenship has done so). The fact that since 1958 their files of applicants have never numbered fewer than 35 Canadians has never been disputed. And yet, when, in 1958, it became the case that no American had made chairman, and Americans predominated numerically, there developed such a clear disposition to hire U.S. citizens (and a sprinkling of others) that no Canadian has been offered a regular position in the department since.

All of this did not happen unnoticed and unprotected: One member of the department, Leslie Armour, protested from 1966 onward about the treatment of Canadian candidates. This had two results: First, Dr. Armour was ostracized to the extent that he felt he had to leave. Failing to find a position in Canada (The university of Waterloo is far from unique in being a cultural takeover centre), he ended up as chairman of philosophy at Cleveland State University. Neither the department here, nor those in high position, did anything of a serious nature to encourage him to stay.

The second result was that, for this year, five Canadians were "hired", one as a visiting assistant professor (he has his Ph.D., and has been at Waterloo for eight years as a student), the rest as glorified graduate assistants. And this in a department which, in its own "search for excellence", has seen fit to hire in the recent past, as regular assistant professors, two American citizens with only MA's, of no special distinction. Canadians, it seems, must first be "sniffed over" to ensure that they got along well with Americans — In a Canadian university.

The department is not enormously popular with the undergraduate body. It has enrolled in its third and fourth years only about 10 persons. This is not entirely the fault of the department: The pseudo-sciences (psychology, sociology, etc.) are taking their toll of available Arts students, here as elsewhere. Nevertheless, it is widely rumored that students have not been happy with the (American) approach to philosophy current in that department. This approach (analytic philosophy) tries, at least at the undergraduate level, to nullify the great questions in philosophy by putting on the questioner the burden of clarity, and substitutes for thought the process of stuffing symbols into brackets.

The Department of History: This department, while offering a respectable range of courses in the major historical areas, pays special attention to, and excels in, the teaching of Canadian History. It is highly popular with the students. It sacks, and finds, without any visible degree of difficulty, able (and sometimes outstanding) Canadian faculty.

The department of History, among others, might have been used by the Wards of the University of Waterloo itself as evidence that the University of Waterloo is not as Americanized, in Arts, as has been claimed. We suspect that this was not done because it would have shown that Canadianization

is workable and desirable. The Brief is interested only in arguing for the further and future hiring of non-Canadians.

The Department of Pure Mathematics: In its history as a department, starting five years ago with the formation of the Faculty of Mathematics, the Department of Pure Mathematics has hired 10 or 11 people. Not one of them was a Canadian. The last of these appointments went, in the spring of 1971, to an American of no special distinction, over the objections of the department.

It should be pointed out that pure mathematics is that part of mathematics in which the employment crisis is most severe, here and elsewhere, and that the department has been deluged with Canadian (and other) applications.

Our final objection, in this section, to the Ontario Brief, concerns the almost off-handed way in which it asserted, on pages 4 and 5, that there has been a reduction in the Ph.D programmes in Psychology and the Humanities, partially attributable to weakened market conditions. (The other reason for the reduction given, decreases in the P.S.G.F. programs, etc., one suspects, traceable to these same "weakened market conditions".)

You will look in vain in the Ontario Brief for any hint of the fact that, for most of these graduates, the universities are the "market", and the Canadian universities at that. (We shall assume that the reader of this document is aware, in at least a general way, of the varying but strict methods used almost everywhere else to give a powerful preference to their own citizens in their universities, and we will not detail these methods here.)

The point involved here is not "academic". The Province of Ontario has spent a great deal of money to set up and run graduate programs

with, we hope, an eye to being self-sufficient in university personnel. The university of Waterloo Brief allows that surpluses are being produced in some areas. Yet there is no commitment to at least give these graduates preference in hiring. Indeed, we learn on page 126 of the Brief that, of 25 persons hired in the "Social Sciences and Related" (which includes Psychology) in 70 - 71, only 3 got their last degree in Canada. If first degree or citizenship be examined, then this number moves up to 9 where, again, it is scarcely a tribute to the way in which the University of Waterloo seeks out qualified Canadians.

The Function of Shown and "Program"

It is almost impossible to talk about the question of new hirings without bringing in the question of new courses and programmes, since these are likely, in times of faltering enrolments, and taxpayer discontent, to be the only areas requiring many new faculty.

From this point of view, the Waterloo Brief is, again, an unmitigated disaster. In fact, doubly so, because in mindlessly applauding and supporting U.S. educational fads (which is bad enough), the University of Waterloo has ignored much of the best, and imitated much of the worst of the U.S. educational system. For example, the "critical university" is beginning to replace, in the U.S., the rightfully discredited "value-free university": But at Waterloo the only evidence of a corresponding change to a Canadian version of the "critical university" is the preoccupation of some students and faculty with American "left" issues, and the commendable activities of a few departments (none of which is mentioned in the Brief).

Let us consider, by way of illustration, the Department of Economics, which the Brief describes, on page 17, as having been markedly strengthened, and let us see what this "strengthening," amounted to:

In the spring of 1970 the recently imported American head of Economics gave an interview to the Administration paper, the "Gazette", in which he let it be known that he was in the process of attracting, with rather high wages, young economists from schools such as Harvard; about seven of them, in fact. Previously, the department had been almost completely staffed by Canadians. After the "marked strengthening" which the Brief does about, the balance in the department became about 50 - 50 Canadians and Americans. No one will ask what civilizing influence was brought to the backwoods by these expensive people.

What was brought was the new miracle science of "econometrics". This is a view of economic life certain to be popular at a university already swimming in a sea of computer tape, since it insists on dealing in numbers and quasi-mathematics (the only good concept is a delict-quantifiable concept), and on ignoring political theory.

Traditionally, in Canada, Political Science and Economics formed a single department, in recognition of the fact that the study of economics involves the study of political structures and processes, and vice versa. No longer. And the University of Waterloo Brief refers to the obliteration of whatever may have remained of this superior (at least to econometrics) approach to economics as a "marked strengthening".

We are apprehensive, as well, about the reference in the Brief regarding the "Future Development of a New Program in Leisure Studies" (p.54). We see little in the description of this programme, as put forward by the Brief, to suggest that it will be anything but a "bird course", the academic equivalent of a course in basket-weaving, and another Trojan Horse for the kinds of academic standards which have not, until recently, been tolerated in this country's universities.

The absence of any mention, in the Brief, of Waterloo's Programme of Canadian Studies is another curiously. Again, why is it that every attempt

to place the national stamp on the University of Waterloo is ignored, in the Brief, in favour of whatever bit of U.S. jingoocracy happens to have been spirited over the border? The Programme of Canadian Studies (unique in Canada, we are told) is, for all its past, and possible future failings, much to be preferred to any conceivable programme of Leisure Studies. And yet the Waterloo Brief has not mentioned it.

The Committee on University Affairs has a duty to ask why this is so.

Funding Graduate Studies

The National Canadianization Committee believes that graduate studies in Ontario deserve continued public support, but only under the following conditions:

- (a)Graduates must be produced only in the numbers needed, insofar as those numbers can be rationally determined. (This requires greatly modifying the expansion-including RIS system. This, we trust, is in the cards anyway.)
- (b)The universities must put a moratorium on all foreign hirings. (Any claim that they would then go "intellectually bankrupt" as a result must be seen as a piece of colonialist indexness.)
- (c)The number of foreign students must be kept within reasonable bounds.

The university of Waterloo, in its Brief, takes a somewhat different stand: although in favour (naturally enough) of expanded graduate programmes (see page 27), the university makes no commitment to hire the graduates of this, or any similar, Canadian programme in Kinesiology. It is much pointing out that the epithet "new" attached to a programme does not guarantee its graduates employment. This is especially so in an environment where the "neuroses" was borrowed, and someone else has a head start, and where the institutions that might reasonably be expected to hire the "educated and busy doing two things"

- (a) Hiring the overflow of people from the country which produced the fad, and
- (b) Moving on to the next fad.

In short, we find the reference, on page 27 of the Brief, to "the critical shortage of Canadian and Canadian trained Ph.D's in the field of Kinetics" hypocritical and laughable. For what, according to the University of Waterloo, is the problem? Why does it matter whether you have Canadian-educated Kinetics or not? Why not hire them from the U.S., where they are increasingly abundant? Why not, for that matter, shut down two-thirds of the graduate programmes in this Province, and simply hire the overflow from other countries?

The University of Waterloo's brief offers little hope of brighter days ahead for new Canadian Ph.D's, or for students interested in the intractable problems facing this country in the sciences. It is the clear intention of this university, if the brief is our guide, to continue being the purveyor of the "American Way", oblivious to our own decent, but faltering, experiment in nationhood.

R.C. Mathews

J. Walzen

COMMITTEE ON UNIVERSITY AFFAIRS

MINUTES

Minutes of the meeting of the Committee held
on Monday, 8th November, 1971, with the Uni-
versity of Windsor at the University of Waterloo
commencing at 1:30 p.m.

Minute

1817 PRESENT

Dr. D. T. Wright	Chairman
Mr. P. Beatty	
Dr. P. Grosskurth	
Mr. J. O'N. Hughes	
Dr. M. J. Lavigne	
Mr. R. W. Mitchell, Q.C.	
Dr. S. Ostry	
Dr. J. G. Parr	
Dr. R. J. Rossiter	
Mr. N. A. Sisco	
Mr. H. A. Cotnam	
Mr. J. C. Yen	
Mr. A. P. Gordon	Acting Secretary
Mr. L. M. Johnston	

1818

UNIVERSITY OF WINDSOR

The Committee met with a delegation from the University of Windsor comprising the following:

Mr. C. J. Clark, Chairman, Board of Governors
Dr. J. F. Leddy, President
Mr. F. A. DeMarco, Vice-President
Mr. W. R. Mitchell, Vice-President, Administration
Mr. J. E. Schiller, Director of Finance
Mr. A. M. Marshall, Director of Institutional Research
Mr. G. A. MacGibbon, Director of Information Services
Mr. R. W. Meanwell, Chairman, Finance Committee
Professor J. Rezek, President, Faculty Association
Mr. B. Ducharme, President, Students' Administrative Council
Mr. W. Yared, President, Graduate Students Society

A. Enrolment

Following introductions Dr. Leddy opened the discussion by noting that enrolment at Windsor had fallen from projections made in previous years. He indicated that the most severe reductions were experienced in the Arts programs especially at the second and third levels. Graduate enrolment however, appeared to be stable with the exception of the "qualifying" year.

Dr. Leddy pointed out that the University of Windsor was probably now in a position to begin to think of optimum enrolments for the institution as a whole. He noted that the University is in a residential area and that there are physical limits to which the University can reasonably expand.

Dr. Leddy made a few additional comments on the problems facing the University and in passing noted that (a) the recruitment of Canadian faculty is difficult, (b) the Faculty of Education is being established with a search being conducted for a Dean, and, (c) the best method of shortening the period of time that it takes to receive a degree would be to abolish the Ontario grade 13.

Dr. Wright responded to Dr. Leddy's remarks by pointing out that the fall-off in enrolments is probably a social phenomenon, the causes of which might be understood from work being planned by the Department of Colleges and Universities.

Mr. Gordon explained that the Department is currently in the process of deciding upon a methodology through which it hopes to explore this problem in detail. He anticipated that the mechanics of the project would be clarified by the last week in November.

A general discussion followed on the problem of falling enrolments during which Dr. Leddy noted that it might be useful to examine the American experience with this problem. He also pointed out that the assumptions underlying the interim capital formula might have to be examined in the light of new experience.

B. Graduate Programs and Enrolments

Dr. Wright noted the reductions in anticipated Ph.D. program enrolments and indicated that it might be desirable to begin an evaluation of policies in relation to graduate education. He stated that perhaps it would be appropriate to begin to shift support from programs with limited enrolment to areas which are in greater demand.



C. General Financial Arrangements

Dr. Rossiter enquired as to the attitude of the University of Windsor to a financing scheme which based the allocation of grants on the actual enrolment of the previous year. Some discussion ensued on this question and it was noted that such an arrangement could be attractive in a period when enrolment projections were uncertain.

D. Integration of Part-time and Full-time Studies and Overload Teaching Remuneration

Dr. Wright enquired as to the attitude of the University of Windsor to the question of integration of part-time and full-time studies and the question of faculty remuneration in respect of evening and summer teaching loads. Considerable discussion followed on these points during which it was agreed that the question of remuneration for overload teaching required careful study.

Dr. Wright indicated that the Council of Ontario Universities might wish to initiate such a study.

E. Canadian Faculty

Mr. Beatty introduced the subject of Canadian faculty at the University of Windsor.

Dr. Leddy indicated that while the University of Windsor made every effort to attract Canadian faculty, there still remained certain areas in which there were difficulties. Dr. Leddy stated that in general it appears to be extremely difficult to obtain Canadian faculty members in new and highly-specialized areas since graduate education in Canada does not offer as wide a spectrum of choice as does graduate education in other jurisdictions. It was further pointed out that recruitment of French-Canadian faculty was difficult since instructors from Quebec do not appear to wish to leave that Province permanently.

The delegation withdrew at 4:00 p.m.

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COMMITTEE ON UNIVERSITY AFFAIRS

MINUTES

Minutes of the meeting of the Committee held
on Tuesday, 9th November, 1971, with the
University of Guelph, at the University of
Waterloo commencing at 9:00 a.m.

Minute
1819 PRESENT

Dr. D. T. Wright	Chairman
Mr. P. Beatty	
Dr. R. Gerstein	
Dr. P. Grosskurth	
Mr. J. O'N. Hughes	
Dr. M. J. Lavigne	
Mr. R. W. Mitchell, Q.C.	
Dr. S. Ostry	
Dr. J. G. Parr	
Dr. R. J. Rossiter	
Mr. N. A. Sisco	
Mr. H. A. Cotnam	
Mr. J. C. Yen	
Mr. H. H. Walker	Secretary
Mr. A. P. Gordon	
Mr. L. M. Johnston	

Minute
1820 UNIVERSITY OF GUELPH

The Committee met with a delegation from the University of Guelph comprising the following:

Mr. R. S. Ritchie, Chairman, Board of Governors
Dr. W. C. Winegard, President
Mr. W. W. Bean, Vice-President, Administration
Dr. J. P. Smith, Vice-President, Academic
Dr. H. S. Armstrong, Dean, Faculty of Graduate Studies
Professor R. C. Anderson, Department of Zoology
Dr. D. G. Howell, Dean, Ontario Veterinary College
Dr. D. G. Ingram, Ontario Veterinary College
Professor J. F. Melby, Department of Political Studies
Professor M. B. Phillips, Department of Family Studies
Professor J. R. Stevens, Department of Physics
Professor R. L. Thomas, Department of Land Resource Science
Professor G. Todd, Department of Philosophy
Mr. G. Nicol, President, Graduate Students' Association
Mr. S. Whiston, Undergraduate Representative
Mr. D. M. Jamieson, Research Adviser to the Vice-President, Administration
Mr. W. N. Vaughan, Research Assistant to the Vice-President, Academic
Mr. W. A. Brown, Director of Physical Resources
Mr. N. M. Sullivan, Comptroller

A. Introduction

Following introductions Dr. Winegard outlined the main points of the brief, giving specific attention to the question of undergraduate enrolment and noting that this year's projections are generally similar to last year's. At the graduate level, projections have been revised downward.

B. Ontario Veterinary College

Dr. Winegard made special reference to the problem of the Ontario Veterinary College and its proposed expansion plans. He noted that no firm commitment had been received from the Department of Colleges and Universities regarding capital support and asked that this problem be clarified as soon as possible. He further noted that the question of financial support to the OVC should take into account the fact that this College is considered to be a "national" institution and that its facilities are being used by a large number of out-of-province students. In this regard he pointed out that one of the Maritime provinces had approached the College with a proposal to finance that share of operating costs which could directly be attributed to costs of educating students from that province.

In response to Dr. Winegard's presentation, Dr. Wright noted that it might be desirable to rethink financial arrangements for programs where interprovincial and national needs are a consideration. He suggested that while interprovincial fiscal arrangements make considerable sense it might also be useful to examine the extent to which agencies of the Federal Government should become involved.

In general, it was agreed that this area is in need of some rationalization and it was suggested by Dr. Rossiter that perhaps the Department of Colleges and Universities should take the initiative in beginning this process.

Dr. Wright further made the point that Mr. McCullough, together with the University of Guelph, should prepare summary reports on the question of capital support to the Ontario Veterinary College.

C. Enrolment

In response to a question by Dr. Wright about the causes of the general downturn in enrolment Dr. Winegard noted that this phenomenon could at least partially be explained by the fact that many students have taken jobs in the expectation that the employment situation would get

worse between this year and next. It was noted also that the downturn in enrolment appears to be a phenomenon experienced by all program areas within the University. Graduate enrolments were also lower than expected.

D. Evaluation of Three-Semester System

Dr. Grosskurth introduced the question of evaluating the three-semester system which had been in operation at Guelph since 1965.

Dr. Winegard pointed out that this evaluation would require a considerable expenditure which the University of Guelph was not in a position to make at this time. It was noted that the University of Guelph had requested that the Province make available special funds since such a study might be of general Provincial significance.

Dr. Wright noted that a detailed research design should be prepared by the University of Guelph for consideration by the Committee and the Department and in the event that the study appears useful, it might serve as a pilot study on the question of a three-semester system for the Province of Ontario.

A general discussion on the advantages and disadvantages of the three-semester system followed.

E. Inter-institutional Transfer of Students

Dr. Stevens noted that a significant new development has taken place within the provincial system of universities whereby students from one institution are transferred to another institution to benefit from specialized facilities and equipment which may be in existence in only one institution. Dr. Wright noted that this was a desirable development and indicated that it is evidence of an increasing amount of co-operation and co-ordination among the institutions within the provincial system.

The question of whether fiscal transfers would or should follow the student was discussed and Dr. Armstrong noted that in the procedures of the Ontario Council on Graduate Studies at least, such transfers are sometimes provided for. He cited as evidence the arrangements between the University of Guelph and the University of Waterloo where 60 to 70 per cent of operating entitlement follows the student in the event of a transfer.

Dr. Wright noted the interest of the Committee in these procedures and indicated that the Committee would be agreeable to working with the Ontario Council on Graduate Studies, particularly in the setting up of general ground rules for co-operative agreements.

F. Reductions in Costs of Post-Secondary Education

Mr. Walker raised the question of what recommendations the University of Guelph delegation might have in terms of reducing the total costs of post-secondary education. He indicated that the Provincial Treasury was obviously in a serious deficit position and would therefore welcome any suggestions from the universities.

In reply to this question Dr. Winegard indicated that it was his opinion that the costs of post-secondary education could only be reduced by imposing a quota on the number of students admitted into the Ontario post-secondary education system.

A general discussion followed on the subject of reducing expenditures, while at the same time maintaining quality in the educational process. Mr. Gordon indicated that one way of reducing expenditures would be to ask the individual to contribute a greater share of the total cost of his education. Dr. Wright indicated that there might also be advantages in reducing the total number of courses offered within the system, - particularly those courses where enrolments are small.

The meeting adjourned at 11:45 a.m.

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Chairman

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Secretary

COMMITTEE ON UNIVERSITY AFFAIRS

MINUTES

Minutes of the meeting of the Committee held on Tuesday, 9th November, 1971, with the University of Western Ontario, at the University of Waterloo commencing at 1:30 p.m.

Minute

1821 PRESENT

Dr. D. T. Wright
Mr. P. Beatty
Dr. R. Gerstein
Dr. P. Grosskurth
Mr. J. O'N. Hughes
Dr. M. J. Lavigne
Mr. R. W. Mitchell, Q.C.
Dr. S. Ostry
Dr. J. G. Parr
Dr. R. J. Rossiter
Mr. N. A. Sisco

Chairman

Mr. H. A. Cotnam
Mr. J. C. Yen

Mr. H. H. Walker
Mr. A. P. Gordon
Mr. L. M. Johnston

Secretary

1822

THE UNIVERSITY OF WESTERN ONTARIO

The Committee met with a delegation from the University of Western Ontario comprising the following:

Mr. J. Jeffery, Chairman, Board of Governors
Dr. D. C. Williams, President and Vice-Chancellor
Mr. R. M. Ivey, Vice-Chairman, Board of Governors
Mr. O. H. Warwick, Vice-President (Health Sciences)
Mr. J. A. Taylor, Chairman, Board Finance Committee
Mr. W. C. P. Baldwin, Chairman, Board Property Committee
Dr. H. W. Baldwin, Chairman, Senate Budget and Finance Committee
Dr. J. H. Blackwell, Chairman, Senate Committee on University Development
Dr. D. Bocking, Dean, Faculty of Medicine
Mr. A. S. Dobbins, Director, Financial Planning and Budgeting
Mr. R. R. Glover, Comptroller
Mr. B. G. Hartwick, Director, Information Analysis and Systems
Professor R. S. Mackay, Dean, Faculty of Law
Mr. G. C. McDonald, Director of Information Services
Mr. G. Harris, Research Assistant, Information Analysis and Systems

Mr. W. G. Nediger, Deputy Registrar
Professor R. N. Sherville, Executive Assistant to the President
Dean E. Stabler, Althouse College of Education
Mr. W. S. Turner,
Mr. J. K. Watson, Registrar and Secretary of Senate
Dean J. J. Wettilaufer, School of Business Administration
Mr. R. M. Yeo, Director of Physical Plant
Mr. C. Isaacs, President, Society of Graduate Students
Mr. R. B. MacKenzie, President, University of Students' Council
Dr. J. R. Melvin, Vice-Chairman, Senate Committee on Operational Planning
Dr. N. L. Nicholson, Chairman, Senate Committee on Admissions and Academic Programs Policy
Mr. A. E. Scott, Vice-Chairman, Senate Committee on University Development
Mr. T. J. Collins, Member, Senate Committee on Operational Planning
Mr. B. Steed, Member, Senate Committee on Operational Planning
Mr. D. B. Walden, Member, Senate Committee on Operational Planning

A. Introduction to Brief

Following introductions, Dr. Williams made comments on the preparation of the brief. He indicated that while the University of Western Ontario had responded fully to the outline prepared by the Committee, it was the intention of the University at this time to limit its comments to three main areas of interest within the brief; - (a) enrolment data, (b) new program information, and, (c) capital requirements.

B. Enrolment

In response to Dr. Williams' request, Dr. Baldwin outlined some of the main features of the enrolment projections. He indicated that projections prepared in the current year differed only marginally from projections made in the last year's brief. The only significant change was that Ph.D. enrolments were revised downward from the year previous. However, M.A. enrolments were expected to increase from previous projections. Some discussion followed on the pattern of enrolment as presented in the brief.

C. New Programs

In response to Dr. Williams' request, Dr. Nicholson spoke on the presentation of new program information. He noted that in substance, there was little change from last year's presentation. Dr. Nicholson noted that the common thread which unites all new proposed programs was their interdisciplinary nature.

D. Physical Facilities

Dr. Blackwell was next invited to comment on development plans for new space. He noted that the University was engaged in

discussions with the Department of Colleges and Universities in regard to age and quality discounts and that a proposal would be forthcoming to the Department regarding this matter.

Dr. Wright responded by pointing out that due to present uncertainties as to future enrolment it might be useful for the University to reconsider some of its building programs and priorities. He further indicated that allowances for new capital programs might be constrained to some degree in the future.

E. Rationalization of Graduate Enrolment and Programs

Dr. Wright noted that intake of new students into Ph.D. programs was quite high at Western and that a significant proportion of that new intake is non-Canadian in origin.

Dr. Melvin noted that while graduate school enrolments had been expanding it still remained the case that in many disciplines there are not enough qualified applicants for teaching positions. He emphasized that any action taken in relation to graduate enrolment should be considered in light of this fact.

Dr. Ostry noted that the Ontario Graduate Fellowship Program apparently has not been effective in meeting its aim of producing qualified faculty for the Ontario university system. Dr. Parr noted that the reason for the above anomaly might be that while Ontario is producing adequate numbers of Ph.D.'s in older and established disciplines, there is very little work being conducted in newer and highly-specialized areas within these disciplines.

Dr. Wright indicated that a further problem might be the tendency of Ph.D. studies to become so highly specialized and rigid that there is little potential for an instructor in one area to move into another area and that this situation could perhaps be alleviated by more flexible study programs with generalized approaches. It was noted that the interdisciplinary approaches suggested by Western were an encouraging feature in new program development, although discipline loyalty remained a strong element.

A general discussion followed in respect to the necessity of rationalizing graduate education. It was pointed out that more co-ordination was needed between the Federal Government and the Provincial Government especially in those programs which support graduate research activity including those of the National Research Council and the Canada Council. The problem of financing foreign graduate students through Federal agencies was also discussed.

F. General Financial Arrangements

In reference to the general financial arrangements it was pointed out that it might be desirable to establish provincial quotas for graduate education and provide a financial scheme which would fund the student as opposed to the institution. Some consideration was also given to the question of whether it would be desirable to place more of the cost of educational programs on the individual student.

Dr. Wright enquired as to what the opinion of the University of Western Ontario would be to a proposal whereby the allocation of annual grants would be based on actual enrolment in the previous year. Dr. Williams indicated that this might be a reasonable approach especially in a period of uncertain enrolment projections.

G. Shortfall in Enrolments of Small Institutions

Mr. Beatty enquired whether it had been the impression of the University of Western Ontario that reduced freshman enrolment at some of the newer provincial institutions was caused by relaxed entrance requirements at some of the older institutions. Some discussion ensued on this problem.

H. Reduction in Costs of Post-Secondary Education

Mr. Walker raised the question of what recommendations the University of Western Ontario delegation might have in terms of reducing the total costs of post-secondary education. He indicated that the Provincial Treasury was obviously in a serious deficit position and would therefore welcome any suggestions from the universities.

In reply to this question, Dr. Williams indicated that it was his opinion that the most effective way of reducing costs would be to impose enrolment limitations for the provincial system as a whole.

A general discussion followed on the problem of reducing expenditures during which the University of Western Ontario delegation emphasized that whatever measures might be taken, there should not be a reduction in the quality of the education given.

Dr. Wright pointed out that to effect savings it might be possible to select a few approaches one of which would be to reduce the number of small enrolment programs. Another approach might be to reduce the length of course work in certain programs such as law. He suggested that there should perhaps be explicit limits to pre-professional course work.

Dr. Wright further suggested that the universities and government might explore the possibility of separating teaching costs from research costs and being more selective in how to go about financing each of these activities. The suggestion that the individual contribute more to the cost of his education was again discussed.

I. Provincial Library

Dr. Grosskurth enquired into the history of recent decisions taken with respect to the Social Sciences and Humanities Research Library. A discussion followed on this question and Dr. Williams asked that some form of summary statement be prepared which would clarify all remaining problems related to the library.

J. Mustard Report

In response to a question from Dr. Wright regarding the University of Western Ontario's opinion of the Mustard report, the University delegation indicated that they were sympathetic to the recommendations made in the report.

K. French-Canadian Faculty

Mr. Beatty enquired about the experience at the University of Western Ontario in hiring French-Canadian professors. The reply was that it was extremely difficult to recruit permanent faculty from Quebec.

L. Faculty Remuneration for Overload Teaching

Dr. Ostry introduced the question of faculty remuneration for evening and summer course work. It was generally agreed that little information was available on this subject matter and that it would be desirable to begin to gather data on a systematic basis.

M. Student Housing

Mr. Beatty initiated a discussion on student housing. He stated that it was his personal opinion that student housing should not have priority over housing for low-income families. A general discussion ensued on student housing during which Dr. Wright acknowledged that caution should be taken in relation to construction programs especially since enrolment projections for the future appeared to be problematic. Mr. Gordon indicated that a study of integrated housing needs was currently underway in which the Capital Support Branch of the Department of Colleges and Universities was involved.

The delegation withdrew at 4:30 p.m.

.....
Chairman

.....
Secretary

COMMITTEE ON UNIVERSITY AFFAIRS

MINUTES

Minutes of the meeting of the Committee held
on Monday, 22nd November, 1971, with Brock
University, Room 324, College of Education,
Brock University, commencing at 9:15 a.m.

Minute
1823 PRESENT

Dr. D. T. Wright	Chairman
Mr. P. Beatty	
Mr. W. Dodge	
Mr. J. O'N. Hughes	
Dr. M. J. Lavigne	
Dr. S. Ostry	
Dr. J. G. Parr	
Dr. R. J. Rossiter	
Mr. N. A. Sisco	
Mr. H. A. Cotnam	
Mr. J. C. Yen	
Mr. H. H. Walker	Secretary
Mr. A. P. Gordon	

Minute BROCK UNIVERSITY

1824 The Committee met with a delegation from Brock University comprising the following:

Mr. D. Whiting Lathrop, Chairman, Board of Trustees
Dr. A. J. Earp, Provost and Acting President
Dr. C. Plint, Dean, Arts and Science
Dr. S. H. Irvine, Dean, College of Education
Dr. M. Smith, Chairman, Department of English and Drama
Dr. J. M. Miller, Department of Chemistry, Chairman Faculty Board
Dr. V. Headley, Department of Mathematics, President Brock University Faculty Association
Mr. G. Douglas, Student member, Board of Trustees
Mr. R. A. Nairn, Chief Administrative Officer
Mr. T. B. Varcoe, Director of Finance
Mr. C. P. Ind, Director of Planning

A. Enrolment and Emerging Grants

Following introductions, Dr. Earp referred to the contents of the brief, and in particular expressed concern about the financial difficulties facing Brock owing to the shortfall in enrolment in the current year. He noted that, even without the shortfall, it was difficult for a developing institution to offer the kind of service

it would like to give and any reduction in enrolment would only compound this difficulty. In light of this circumstance, Dr. Earp urged that the Committee review carefully its recommended levels of support to Brock University. He also noted that it would be most desirable to have support levels for emerging institutions recalculated, utilizing the formula which was operative before April of 1971.

Dr. Wright responded to Dr. Earp's presentation by noting that the current financial difficulties experienced by Brock could most readily be attributed to the assumptions underlying the current method of calculating emerging grants. He stated that the Committee had only recently collected data on shortfalls at emerging institutions and wished to take some time to consider the implications of this data. He also pointed out that it might now be necessary to begin to rethink financial arrangements since universities were reaching an era of uncertainty in relation to enrolment.

B. Recruitment of Students from Grade 12

In response to a question from Mr. Dodge, Dr. Earp next spoke about the Brock program of recruiting students from grade 12. He noted that the arrangement was to take students from grade 12 into a six-week summer program after which they qualified to enter first-year university in the fall. Dr. Earp also pointed out that the University did not receive formula income for these students and enquired whether there was a possibility that this situation might change. Mr. Dodge noted that if the latter situation came about it would set a precedent for other institutions in the province.

C. Program Consolidation

Dr. Parr enquired as to what the attitude of the Brock delegation would be to a program of consolidation of course work particularly within those program areas where over-specialization was evident. He noted that the Lapp Report had made a number of useful suggestions about the possibilities of program consolidation at least as it related to engineering education. The advantage of program consolidation would be to produce a reduction in the need for faculty. Dr. Earp replied to Dr. Parr's question by noting that program consolidation was indeed already taking place at Brock, most visibly in combined honours programs and upper year natural science programs.

D. Unit Costs of Programs

A general discussion ensued on the economics of program costing during which reference was made to the calculations of unit cost per program found on page 24 of the

brief. In this context it was noted that the figures were of a preliminary nature and did not in every case fully include overhead costs.

E. Teacher Education

1. General

Dr. Rossiter initiated a discussion on teacher education by pointing out the large projected increases in enrolment in education programs. In particular, he expressed concern about the tendency of many teacher education institutions to project enrolments to unrealistic levels in the face of evidence which suggested that the demand for teachers was now levelling off quite rapidly. Dr. Irvine responded by noting that the Brock projections were made on a full-time equivalency basis and that there was an increasing demand from teachers who were already in the field to return for training either as part-time or summer students. Dr. Rossiter remarked that it was imperative that teacher education programs now be rationalized on a system-wide basis and further noted that in the area of teacher education it was possible to forecast manpower requirements with considerable accuracy.

Dr. Irvine agreed with Dr. Rossiter's comments and further noted that any rationalization that takes place should take into account the views of those that are employed by the Teachers' Colleges. He stated that a "master plan" for teacher education was in the process of being developed but that he had no further information about the details of this plan. In reference to a question from Mr. Hughes, Dr. Wright noted that little was known about financial arrangements in relation to teacher education programs and that it would be useful to make information more widely available.

2. Capital

Dr. Wright enquired as to whether the Teachers' College building was taken into account when calculating formula income for capital purposes. He noted that 20 per cent of the capacity of the Teachers' College building was used for Brock students. Considerable discussion ensued on the question of space utilization during which the Brock delegation noted that the type of space provided by the Teachers' College building would not generally be appropriate for the instruction of university students. Both Dr. Rossiter and Mr. Gordon expressed concern about this contention and pointed out that if teacher education programs were to be integrated with university programs, this surely would mean that existing physical facilities would also have to be fully integrated. Mr. Gordon asked that this point be clarified at an early date.

F. Enrolment Projections - Methodology

Dr. Wright enquired about the methodology utilized in the preparation of the Brock enrolment projections, and suggested that the best method would be to trace the source of intake of all Brock students and then evaluate the future potential of these sources. He stated that this method would overcome the difficulties of a "global" approach to projections which assumes that Brock University would continue to take a certain percentage of students from the total provincial pool of potential university students. In this context Dr. Rossiter pointed out that the Brock projection was likely too low since it did not take into account such factors as a decline in growth at some of the older institutions. Dr. Miller acknowledged these difficulties but pointed out that the method suggested by Dr. Wright would involve considerable expense.

It was generally agreed that better methods of planning were needed with respect to enrolment, and Dr. Wright suggested that the establishment of a central clearing-house for enrolment would be useful. He also enquired as to the attitude of Brock University to a financial scheme which allocated formula income on the basis of actual enrolment in the previous year.

Some further discussion ensued on general patterns of enrolment during which it was noted by Mr. Lathrop that an optimum figure for enrolment at Brock would be in the order of 5,000. It was acknowledged however that the concept of "optimum enrolment" was not easily defined.

G. Shortfall in Enrolment

The discussion next turned to the likely causes of the current shortfall in enrolment. Mr. Beatty enquired as to whether this shortfall might have resulted from a general attitudinal change toward higher education. Mr. Dodge enquired whether the shortfall might have resulted from low entrance requirements of the University.

In response to these questions and others, Dr. Miller noted that there was some evidence to suggest that the Brock shortfalls were substantially caused by relaxed entrance requirements at the older institutions. Mr. Douglas further noted that many students had withdrawn after third year because they simply did not see the value of taking a fourth year's honours course. He also noted that owing to economic factors many students might have decided to enrol in institutions closer to home thereby overcoming the problem of meeting residence costs at Brock. A preliminary report entitled, "Students Eligible to Enrol at Brock University in September, 1971 but Who Did Not Enrol" was distributed to members of

the Committee and some discussion followed on the findings of this report.

H. Co-operative Graduate Programs

Dr. Wright referred to page 9 of the brief and noted that while graduate degree plans at Brock were modest it might still be useful to consider the extent to which Brock could work out co-operative agreements with other universities in the Province. Some discussion followed on Brock graduate plans during which Dr. Smith noted that, while co-operation within institutions would be desirable, the mechanics of co-operation were not easy to reconcile. As an example of the difficulties involved, she noted that no guidelines were as yet available on how to allocate funds between co-operating institutions.

The Brock delegation withdrew at 11:45 a.m.

Minute

1825 RECOMMENDATIONS ON EMERGING GRANTS

A set of enrolment and financial data was distributed to the Committee members. Discussion ensued on the general problem of financing shortfalls at emerging institutions. It was recommended that, for the current year only, no emerging institution would receive less in emerging grants than had been calculated in April, 1971. It was also recommended that no announcement would be made until further study had been conducted on the special problems of emerging institutions.

.....
Chairman

.....
Secretary

Admissions Board Study

of

Students Eligible to Enroll at Brock
in September 1971 but who did not Enroll

A Preliminary Report

Sociology Department
Brock University
St. Catharines

November 22, 1971

Admissions Board Study

of

Students Eligible to Enroll at Brock
in September 1971 but who did not Enroll

Introduction

Early in October 1971, Brock University's Admissions Board¹ and the Department of Sociology² initiated a research project the aim of which was to determine why students who had been eligible to enroll at Brock in September 1971 and who had indicated their acceptances had decided not to enroll. Accordingly, a study was designed and a questionnaire was mailed to all Grade XIII and upper year Brock students who were eligible to enroll in September 1971, who had indicated their intention to do so but who did not enroll.

The instrument employed is attached to this preliminary report. Stamped return envelopes were provided in the original mailing. Three weeks after the date of mailing a response rate of 42% was realized. Given that past experience with such procedures at Brock has resulted in approximately 15% responses and recognizing that local postal strikes resulted in some mail delay, the present response rate is considered acceptable. A follow up on the non-respondents is planned beginning November 26, 1971. The results presented in this report are based on a preliminary analysis of the data. Accordingly, all conclusions and assertions are tentative pending more detailed analysis.

1. Professor L. Soroka, Chairman.

2. Members involved in the design and execution of this study are Professor T. Denton, M.L. Perlman, W. Watson, N. Yarmoshuk.

PRESENT ACTIVITY

1. General

Thirty percent of those students who were eligible to enroll at Brock in September 1971 and who did not enroll are employed full-time, fifty-two percent are enrolled full-time in other Ontario Universities. The remaining 18% are evenly distributed among various activities, such as part-time study, part-time employment, unemployed and not studying but seeking full-time employment, married and at home, or married and looking for full-time employment and travel.

2. Grade XIII *

Of those eligible to enroll in Year I from Grade XIII and who did not enroll, 63% are enrolled full-time at another university while 24% are employed full-time. The remainder are engaged in various activities listed in (1) above.

3. Upper Year Brock Students

Thirty-seven percent of those upper year Brock students who were eligible to enroll at Brock but who did not enroll in September 1971 are employed full-time, thirty-nine percent have enrolled full-time in other Ontario universities. The remaining 28% are engaged in various activities listed in (1) above.

4. Tentative Conclusions

The foregoing results, presented in Table I, support in part those opinions which hold that students have chosen to forego a university education in favour of entering the job market. This is true for only 37% of upper year Brock students and 24% of Grade XIII students eligible to enroll at Brock. On the other hand, these data refute the argument that students have decided to travel rather than attend University.

* 215 students from counties in the Niagara Peninsula.

Of all Brock students replying to this survey only two are now travelling.

The large proportion of our students who have decided to enroll elsewhere suggests that other universities are for some reason more attractive than Brock.

GRADE XIII STUDENTS' REASONS FOR NOT ENROLLING AT BROCK

1. Grade XIII Students Studying Full-Time Elsewhere

The most important reasons selected in order of importance are:

- a) Courses or program of interest not available at Brock (35 choices)
- b) Desire to get away from home. (19 choices)
- c) Desire to broaden horizons. (11 choices)
- d) Perceived inferiority of Brock's program. (10 choices)

Reasons a) and b) above are the most frequently indicated while c) and d) although mentioned more frequently than others shown on Table II are less important than a) and b).

Brock's inadequate social and athletic facilities appear to be unimportant reasons to Grade XIII students for not coming to Brock.

2. Grade XIII Students Employed Full-Time

Economic reasons appear to weigh most heavily for those students who are employed full-time. The two most frequently selected reasons and indeed for all practical purposes the only two selected, in order of importance are,

- a) a desire to retain the job obtained during the summer,
- b) a lack of money.

3. Tentative Conclusions

a) Grade XIII students enrolling elsewhere.

All those students who enrolled at other Ontario universities because courses or programs of interest to them were not available at Brock are unlikely to have enrolled at Brock had courses or programs of interest been available to them. The relative frequency with which students indicated that they "wanted to get away from home" and "wanted to rethink their future", together 29 choices and approaching the 35 choices of "courses or programs not available at Brock (see Table II) indicates that a substantial number of students wish to experience an away from home environment. The non-selection of economic reasons for not enrolling at Brock together with the relative unimportance of the item "Brock is just not the place for me" (Table III item) further support this conclusion. Accordingly, it is unlikely that Brock could have retrieved more than 50% of those Grade XIII students who enrolled elsewhere had appropriate courses or programs been available. (Those students who selected "courses or programs of interest not available at Brock" indicated that they went elsewhere to pursue programs and courses of direct career relevance, e.g. forestry, agriculture, business or other professional programs unavailable at Brock.)*

b) Grade XIII students employed full-time.

Lack of money does not appear to be a predominant reason for Grade XIII Students to have selected full-time employment rather than enrollment at Brock. "Lack of money" was selected 7 times compared to

* These statements are based on respondents' comments written on their questionnaires. A summary table for these assertions is not available at this time.

14 choices for "Wanted to remain on job obtained during summer" (Table II). "Wanted to broaden horizons and rethink future" was selected more frequently as a reason for working full-time (9 choices) than was "lack of money". Given the relative importance, for not enrolling at Brock, assigned by this group to the question "I realized that I was not sure of what I was doing with my life and decided to take some time off to think about it" (Table III) and the nature of importance assigned to questions 1 and 2, "It was really a matter of money when all was said and done", "Considering Canada's present employment situation, having a job was more important for me than the risk of finding one later", it is unlikely that Brock could have retrieved more than about one third of those Grade XIII students who are now employed full-time by offering full financial support. The remainder appear to have simply wished to get away from education, at least for the time being.

c) Brock's academic program

Although the general category "Brock is academically inferior" received 10 choices. The even distribution of responses over five items (see Table II) suggests that this item reflects more upon Brocks smallness and relative newness in the family of Ontario universities than it does upon students' perception of quality of education at Brock.

UPPER YEAR STUDENTS' REASONS FOR NOT ENROLLING AT BROCK

1. Upper Year Brock Students Studying Full-Time Elsewhere

The most important reasons selected in order of importance are:

- a) Courses or program of interest not available at Brock
(17 choices)

- b) Financial need (11 choices)
- c) Dissatisfied with Brock's social life (10 choices)
- d) Brock's academic inferiority (9 choices)
- e) Desire to get away from home (7 choices)

Sixty-six percent of the choices fall to issues directly related to a combination of social life at Brock and Brock's academic program. The remainder of the choices fall to financial and personal issues. In contrast to the Grade XIII students who are studying elsewhere upper year Brock students indicated strong financial pressures to enroll elsewhere. The category "courses or programs of interest not available at Brock was chosen less frequently by upper year Brock students than by Grade XIII students.

2. Upper Year Brock Students Employed Full-Time

Two issues, "financial need" and "disenchantment with higher education in general" account for 63% of choices for not enrolling at Brock by those now employed full-time.

3. Tentative Conclusions

In contrast to our conclusion regarding the potential retrieval of Grade XIII students through the provision of financial support, it appears that some 50 of the upper year students could have been retrieved had financial support been possible for them. This is particularly supported by students' responses to questions 1 and 2, Table III. "It was really a matter of money when all was said and done". "Considering Canada's present employment situation, having a job was more important for me than the risk of finding one later".

Given that some sixty-six percent of all choices fall directly to issues directly related to a combination of social life at Brock and Brock's academic program, these issues require more intense study than this preliminary report allows. However, given the relatively low frequency of choices in the items appropriate to these categories, it is unlikely that attention to anyone of these items could result in a significant retrieval rate. This is especially true since the 17 choices awarded to "courses or programs of interest not available at Brock referred to professional career specific programs.

Equally important to the foregoing are the 11 choices accorded by those upper year students who are employed full-time to "disenchanted with higher education in general". It is clear that there is not an insignificant positive relationship between "disenchanted with higher education in general" and decision to be employed full-time. This appears to be supported by the consistency of responses to questions 3 and 4 (Table III) and the significant importance accorded to issues expressed in questions 1 and 2 (Table III). We suggest that some 20% of these upper year students who are employed full-time have taken that choice because of their belief that a B.A. or B.Sc. is irrelevant to obtaining a job after graduation. In the existing employment situation it is doubtful that Brock alone can do anything to significantly change their perceptions. Of particular interest to us is the distribution of responses to Question 5 (Table III) "I realized that I was not sure of what I was doing with my life and decided to take some time off to think about it", by those upper year students who are in the "other activity" category. It appears that a significant portion of these students have decided to engage in a variety of activities in order to rethink their futures.

TABLE I

ACTIVITY OF STUDENTS WHO WERE ELIGIBLE TO
ENROLL AT BROCK IN SEPTEMBER 1971 BUT WHO DID NOT
ENROLL, BY YEAR OF ELIGIBILITY

	Eligible to Enroll from Grade XIII in Year I	Upper Year Brock Students Eligible to Enroll at Brock	Total
Employed Full-Time	23.9 %	36.9 %	30.0 %
Enrolled Full-Time at Another Academic Institution	62.5 %	39.2 %	51.6 %
Other Activity *	13.5 %	23.8 %	18.3 %
Totals	99.9 %	99.9 %	99.9 %
n	96	84	180
Response Rate	44.6 %	39.4 %	42 %

* Other activity includes employed part-time, going to another university part-time, travelling, looking for a full-time job but not now working or going to school, married and at home. Responses for both subgroups are divided evenly among these categories resulting in cell frequencies inadequate for interpretation.

TABLE II

REASONS FOR NOT ENROLLING AT BROCK IN SEPTEMBER 1971
(Numbers in cells indicate frequency with which items selected as most important or second most important reason for not enrolling at Brock University)

<u>Item</u>	Grade XIII Students Students' Present Activity			Upper Year Brock Students Students' Present Activity		
	Employed Full-Time	Enrolled Full-Time at Another Academic Institution	Other Activity	Employed Full-Time	Enrolled Full-Time at Another Academic Institution	Other Activity
Lack of Money	7	3	3	10	3	4
Did Not Obtain Scholarship	1	0	0	2	1	0
Living Expenses in St. Catharines too High	0	0	0	1	4	0
Did Not Earn Enough Money in Summer	1	0	0	1	3	0
Wanted to Remain on Job Obtained During Summer	14	0	3	11	0	1
Sub Total Economic Reasons	23	3	6	25	11	5
Disenchanted with Higher Education in General *	6	7	4	11	0	4

* Includes selection of: - University has little value for getting a job
 - Disenchanted with higher education in general
 - University is too much work for too little return

Table II - Continued

<u>Item</u>	Grade XIII Students Students' Present Activity			Upper Year Brock Students Students' Present Activity		
	Employed Full-Time	Enrolled Full-Time at Another Academic Institution	Other Activity	Employed Full-Time	Enrolled Full-Time at Another Academic Institution	Other Activity
Courses or Program of Interest not Available at Brock	1	35	3	4	17	1
Brock is Academically Inferior **	0	10	1	1	9	5
Brock is too Tough ***	0	4	1	1	2	3
Dissatisfied with St. Catharines, Brock Residence, Brock Students, Brock Faculty	1	2	0	0	5	0
Brock Lacks Social and Athletic Facilities	0	0	0	1	5	2
Family Pressure to Avoid University in General and Brock in Particular	0	2	1	0	0	0
Wanted to get Away from Home	1	19	1	0	7	1
Wanted to be Close to Home	0	0	0	0	1	0
Wanted to Broaden Horizons and to Rethink Future	9	10	5	5	0	5
Unspecified Others	1	13	1	9	3	5

** Includes selection of: - disenchanted with education at Brock
 - courses of interest to me available at Brock, but in my opinion, not taught well
 - Brock B.A. is not well thought of
 - Brock is unknown
 - Brock is too small

*** Includes: - did not think I could do the work
 - courses too difficult
 - unreasonable academic regulations or requirements

TABLE III

**RESPONSES TO SERIES OF SEVEN QUESTIONS UNDER THE GENERAL HEADING
"In summary, how important were each of the following items in your
decision not to enroll at Brock University this year"**

#1. It was really a matter of money when all was said and done.

	Grade XIII Students					Upper Year Brock Students				
	Enrolled					Enrolled				
	Employed	Full-Time at Another	Academic Institution	Other	Total	Employed	Full-Time at Another	Academic Institution	Other	Total
Important	30.4 %	6.7 %	23.1 %	14.6 %	38.7 %	27.3 %	20.0 %	29.8 %		
Slightly Important	13.0	8.3	0.0	8.3	6.5	0.0	15.0	6.0		
Slightly Unimportant	17.4	1.7	0.0	5.2	9.7	3.0	5.0	6.0		
Unimportant	39.1	65.0	61.5	58.3	32.3	54.5	45.0	44.0		
No Response	0.0	18.3	15.4	13.5	12.9	15.2	15.0	14.3		
n =	23	60	13	96	31	33	20	84		

#2. Considering Canada's present employment situation, having a job was more important for me than the risk of finding one later.

Important	30.5 %	10.0 %	23.0 %	16.7 %	25.8 %	0.0 %	5.0 %	10.7 %		
Slightly Important	26.0	3.3	7.7	9.4	22.6	6.1	15.0	14.3		
Slightly Unimportant	0.0	3.3	7.7	3.1	6.5	3.0	5.0	4.8		
Unimportant	43.5	65.0	46.2	57.3	35.5	72.7	60.0	56.0		
No Response	0.0	18.3	15.4	13.5	9.7	18.2	15.0	14.3		
n =	23	60	13	96	31	33	20	84		

#3. From my point of view, what you learn in university is not relevant to what I want to do in the future.

Important	26.1 %	15.0 %	23.1 %	18.8 %	22.6 %	3.0 %	10.0 %	11.9 %		
Slightly Important	8.7	5.0	15.4	7.3	16.1	12.1	20.0	15.5		
Slightly Unimportant	13.0	6.7	0.0	7.3	6.5	0.0	5.0	3.6		
Unimportant	52.2	56.7	46.2	54.2	41.9	66.7	45.0	52.4		
No Response	0.0	16.7	15.4	12.5	12.9	18.2	20.0	16.7		
n =	23	60	13	96	31	33	20	84		

Table III - Continued

#4. Brock is just not the place for me.

	Grade XIII Students					Upper Year Brock Students				
	Enrolled					Enrolled				
	Employed	Full-Time at Another	Academic Institution	Other	Total	Employed	Full-Time at Another	Academic Institution	Other	Total
Important	8.7 %	18.3 %	7.7 %	14.6 %	16.1 %	24.2 %	15.0 %	19.0 %		
Slightly Important	8.7	6.7	0.0	6.3	3.2	9.1	10.0	7.1		
Slightly Unimportant	0.0	8.3	0.0	5.2	0.0	3.0	0.0	1.2		
Unimportant	78.3	48.3	61.5	57.3	61.3	54.5	45.0	54.8		
No Response	4.3	18.3	30.8	16.7	19.4	9.1	30.0	17.9		
n =	23	60	13	96	31	33	20	84		

#5. I realized that I was not sure of what I was doing with my life and decided to take some time off to think about it.

Important	60.9 %	6.7 %	38.5 %	24.0 %	22.6 %	6.1 %	65.0 %	26.2 %		
Slightly Important	8.7	3.3	15.4	6.3	16.1	0.0	5.0	7.1		
Slightly Unimportant	8.7	5.0	15.4	7.3	12.9	0.0	0.0	4.8		
Unimportant	17.4	58.3	15.4	42.7	32.3	69.7	20.0	44.0		
No Response	4.3	26.7	15.4	19.8	16.1	24.2	10.0	17.9		
n =	23	60	13	96	31	33	20	84		

#6. Pressure from my family and/or friends to do something else got to be too much for me.

Important	0.0 %	1.7 %	7.7 %	2.1 %	6.5 %	6.1 %	5.0 %	6.0 %		
Slightly Important	8.7	3.3	0.0	4.2	3.2	9.1	5.0	6.0		
Slightly Unimportant	0.0	1.7	0.0	1.0	6.5	3.0	5.0	4.8		
Unimportant	87.0	70.0	76.9	75.0	61.3	60.6	70.0	63.1		
No Response	4.3	23.3	15.4	17.7	22.6	21.2	15.0	20.2		
n =	23	60	13	96	31	33	20	84		

#7. I had a chance to travel that was too good to pass up.

Important	0.0 %	1.7 %	0.0 %	1.0 %	0.0 %	0.0 %	15.0 %	3.6 %		
Slightly Important	8.7	1.7	0.0	3.1	3.2	0.0	15.0	4.8		
Slightly Unimportant	0.0	0.0	7.7	1.0	3.2	0.0	5.0	2.4		
Unimportant	78.3	66.7	69.2	69.8	64.5	69.7	45.0	61.9		
No Response	13.0	30.0	23.1	25.0	29.0	30.3	20.0	27.4		
n =	23	60	13	96	31	33	20	84		

COMMITTEE ON UNIVERSITY AFFAIRS

MINUTES

Minutes of the meeting of the Committee held on Monday, 22nd November, 1971, with McMaster University and Royal Botanical Gardens, in Room 324, College of Education, Brock University, commencing at 1:35 p.m.

Minute

1826 PRESENT

Dr. D. T. Wright	Chairman
Mr. P. Beatty	
Mr. W. Dodge	
Mr. J. O'N. Hughes	
Dr. M. J. Lavigne	
Dr. S. Ostry	
Dr. J. G. Parr	
Dr. R. J. Rossiter	
Mr. N. A. Sisco	
Mr. H. A. Cotnam	
Mr. J. C. Yen	
Mr. H. H. Walker	Secretary
Mr. A. P. Gordon	

Minute

1827 McMASTER UNIVERSITY

The Committee met with a delegation from McMaster University comprising the following:

Mr. G. E. Grundy, Chairman, Board of Governors
Dr. H. G. Thode, President and Vice-Chancellor
Mr. H. C. Dixon, Board of Governors
Dr. A. N. Bourne, Vice-President, Science and Engineering
Dr. J. R. Evans, Vice-President, Health Sciences
Mr. D. M. Hedden, Vice-President, Administration
Dr. W. F. Hellmuth, Vice-President, Arts
Dr. A. G. McKay, Dean, Faculty of Humanities
Dr. W. J. Schlatter, Dean, Faculty of Business
Dr. L. W. Shemilt, Dean, Faculty of Engineering
Dr. A. A. Lee, Dean, Graduate Studies
Dr. S. J. Frankel, Dean, Faculty of Social Sciences
Dr. D. R. McCalla, Dean, Faculty of Science
Mr. W. J. McCallion, Dean, School of Adult Education
Dr. R. C. McIvor, Chairman, Academic Policy Committee
Mr. B. R. James, Assistant Vice-President, Administration
Mr. J. Stagg, Graduate Student
Mr. M. Patel, Undergraduate Student

COMMITTEE ON UNIVERSITY AFFAIRS

MINUTES

Minutes of the meeting of the Committee held
on Monday, May 25th, 1941, with McNamee
University and Royal Botanical Gardens, in Room
35A, College of Education, Brock University,
commencing at 1:35 p.m.

Minutes

PRESIDENT

1858

Chairman

Dr. D. T. Wright
Mr. B. Bassett
Mr. W. Doggett
Mr. J. O. N. Hodges
Dr. M. L. Saville
Dr. S. O'Brien
Dr. J. G. Pratt
Dr. R. J. Rossiter
Mr. N. A. Sifalo

Mr. H. A. Coffey
Mr. T. C. Yerl

Secretary

Mr. H. H. Webster
Mr. V. P. Goddard

Minutes

1852

The Committee met with a delegation from McMaster University
comprising the following:

Mr. G. E. Grundy, Captain, Board of Governors
Dr. H. G. Thode, President and Vice-Chancellor
Mr. H. C. Dixon, Board of Governors
Dr. A. N. Evans, Vice-President, Heston Science and Engineering
Dr. J. R. Heppen, Vice-President, Administration
Mr. D. M. Heppen, Vice-President, Administration
Dr. W. E. Heylum, Vice-President, Arts
Dr. A. G. McKay, Dean, Faculty of Humanities
Dr. M. J. Schistler, Dean, Faculty of Business
Dr. F. M. Shewitt, Dean, Faculty of Engineering
Dr. A. A. Lee, Dean, Graduate Studies
Dr. S. J. Lissner, Dean, Faculty of Social Sciences
Dr. D. R. McGillis, Dean, Faculty of Adult Education
Mr. W. J. McGillis, Dean, School of Adult Education
Dr. K. G. McVicar, Captain, Agricultural Policy Committee
Mr. R. James, Associate Vice-President, Administration
Mr. W. J. Stagg, Graduate Student

A. General

Following introductions, Dr. Thode summarized the general features of the brief. In particular, he noted that McMaster had now reached a stage in its evolution where a thorough assessment should take place in relation to goals and objectives for future development of the institution. In passing, he further noted that the University had developed a computer program (PLANTRAN) which would help to evaluate the implications of alternative courses of action.

Dr. Thode next made reference to the proposed Ph.D. program in political science and outlined the background to the proposal. He stated that this particular program had been properly evaluated and that an answer was pending from the Department of Colleges and Universities regarding formula support. He urged the Committee to give its attention to the proposal at the earliest date. Dr. Wright replied that the Committee had given its advice to the Minister on this matter, and was now awaiting a final decision. Mr. Walker indicated that he felt that the decision would be forthcoming shortly.

B. Graduate Education

The discussion next turned to a consideration of McMaster graduate programs. Dr. Lee outlined some of the main features related to graduate education and particularly emphasized the high achievement level of McMaster's graduate students. He noted that it was the policy at McMaster to admit only first class students into its graduate programs and also noted that 23.4 per cent of all students were on prestige fellowships.

Dr. Lee also pointed out that McMaster was now admitting a greater proportion of Canadian students than in the past. While 67.5 per cent of the present graduate student enrolment was Canadian, the makeup of new graduate students was 79.6 per cent Canadian or landed immigrant.

In reference to the problem of recruiting Canadian graduate students, Dr. Rossiter noted that one major administrative difficulty was the fact that a university could have the best intention of recruiting Canadian students and that this intention was often reflected in offers of admission. However, it still remained the case that the balance on actual registration might swing to students of non-Canadian origin since those students who do not take up an offer of admission are predominantly Canadian. In this context Dr. Lee also noted that if a foreign student accepted an offer of admission he was more likely to make that acceptance a reality than a Canadian student.

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In concluding his remarks about graduate education, Dr. Rossiter commended the McMaster delegation for the effort they appeared to have placed into reducing their graduate ambitions from previous years.

C. Rationalization of Future Development

A discussion ensued on general development patterns which were taking place at McMaster. In reference to an earlier comment made by Dr. Thode, Dr. Rossiter enquired as to how McMaster considered itself to be reaching a "steady state" in development in view of the large increases which were projected for undergraduate enrolment. In reply to this question, Dr. McIvor noted that much of the increase in enrolment could be attributed to growth in health science, education, and law programs. Furthermore it was noted that the comment on a "steady state" appeared to be more related to the structure within which growth was expected to take place. That is, McMaster was rapidly reaching a point in development where expansion would be constrained by academic, spatial, environmental and financial possibilities. In any case, it was noted that McMaster was aiming for an optimum full-time equivalent enrolment of 14,500 of which 10 to 12 per cent would be at the graduate level. Also, as these enrolment goals were being approached, it was the intention of McMaster to give a great deal of attention to the structure of its educational programs. Dr. McIvor particularly noted the desirability of devising newer and more up-to-date approaches to general course work.

Dr. Parr noted that it was indeed desirable to re-assess assumptions in regard to academic structure and specifically pointed out the problem of dealing with inertia resulting from the traditional organization of academic work on a departmental basis. Dr. McIvor acknowledged this problem and indicated that some method had to be found to deal with this. Dr. Wright noted that the question in essence was to discover a method which would ensure that the system would remain dynamic - capable of diversity and renewal. He suggested that the universities must inevitably give thought to the elimination of obsolete course work, and to teachers teaching new things.

Further discussion followed on the "steady state" position at McMaster during which Dr. Hellmuth pointed out that it might be useful to evaluate what kinds of financial arrangements would be appropriate in such a period. He indicated that new financial arrangements should perhaps take into account the qualitative nature of university programs. Mr. Sisco pointed out that "quality" measures are extremely difficult to develop.

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However, Dr. Hellmuth stated that it is possible that such measures can be developed, given enough time.

D. Teacher Education

Referring to the brief Dr. Rossiter noted that enrolment projections for programs in education appeared to be quite large in relation to other programs at McMaster. He stated that this was a general problem throughout the provincial system and noted that, in overall, some method probably had to be found to constrain the growth of individual faculties of education. Dr. Hellmuth in turn pointed out that the McMaster projections appeared to be higher than they really were since enrolment in physical education programs was combined with enrolment in general programs in education. He also noted that, because of the increased teacher qualification requirements, some increases could be expected in these programs.

E. Measures of Output

Dr. Ostry initiated a discussion on the problem of devising measures for evaluating the outputs of higher education. She noted that it would be desirable for the universities to begin to develop output measures since no one else was likely to develop such measures. To develop such measures (she noted) it was essential to establish some form of base from which it would be possible to evaluate the incremental change taking place, in the individual, as a result of educational experience. A general discussion ensued on the problem of developing measures of output.

F. Health Science Programs

In response to a question from Dr. Rossiter, Dr. Evans proceeded to outline some of the major features of health education programs at McMaster. In particular he noted that, if planning in health sciences was to be useful, the focus of this planning should concentrate on the problem of how best to deliver health services in a large and sometimes sparsely populated province. In this context, Dr. Evans noted that McMaster was particularly optimistic about the future of its experimental satellite health centre in northern Ontario. He also noted that this kind of training tended to be, on average, more expensive than training in the traditional manner. Referring to the latter point, Dr. Wright indicated that expenditures could be substantially reduced if training was more concentrated on preparing general clinical practitioners as opposed to preparing highly qualified specialists.

Dr. Wright concluded the discussions by thanking the McMaster delegation for their presentation. He also

noted that it would be useful to receive an opinion from McMaster about the desirability of establishing a financing scheme which allocated funds to universities on the basis of actual enrolment in the previous year. This system, he indicated, might be more appropriate in an era of uncertain enrolment projections.

The McMaster delegation withdrew at 4:30 p.m.

Minute

1828 ROYAL BOTANICAL GARDENS

The Committee met with a delegation from the Royal Botanical Gardens comprising the following:

Mr. W. G. Welby, President of the Board
Mr. C. E. Amy, Chairman of the Board
Dr. H. G. Thode, President, McMaster University and
Chairman, Committee on Provincial Relations of the Board
Professor C. J. Hickman, Chairman, Scientific and Education
Committee of the Board
Dr. L. Laking, Director

A. General

Following introductions, Dr. Laking referred to the brief and noted that the Board and Management of the Royal Botanical Gardens had recently given a great deal of attention to the problem of defining long-range plans and objectives for the future development of the Gardens. He stated that it was now the opinion of the Board that the Gardens had reached a point in development where a substantial expansion of facilities and services was justifiable, provided that financial support was forthcoming. Dr. Laking referred to the details of the five-year projection in the brief and commented that the Gardens was at a disadvantage because it did not have many alternative sources of funds. In particular, he indicated that the Gardens was not in a position to receive additional funds from the National Research Council, although much of the work conducted by the Gardens would appear to qualify for this kind of support.

In response to Dr. Laking's remarks, Dr. Wright noted that the Royal Ontario Museum was now eligible for N.R.C. grants through its affiliation with the University of Toronto and that it was likely that the Royal Botanical Gardens would also qualify for N.R.C. grants through a similar arrangement with McMaster University. He stated that the Committee would be prepared to sponsor the Gardens' application provided that McMaster University would be agreeable. Dr. Thode indicated that he saw no difficulty with Dr. Wright's suggestion.

B. Operating Income

Dr. Wright pointed out that a significant feature of the Gardens' brief was the rapid increase in the Gardens' projection of operating income particularly between 1971-72 and 1972-73. He indicated that a more even rate of growth would be desirable since the general pressure on provincial resources was not likely to diminish. Dr. Laking replied that, while the increase in projected operating income was substantial, this increase was predominately due to the expanding scope of scientific and educational programs operated by the Gardens as opposed to its more traditional display programs. He pointed out that the display programs were generally supported by the local municipality while the scientific and educational programs have traditionally been provincial responsibilities.

C. Niagara Parks Commission School

In reference to Mr. Walker's question about the relationship between programs offered at the Niagara Parks Commission School and the programs offered at the Royal Botanical Gardens, Dr. Laking stated that the only connection was that the Niagara Parks Commission conducted some field trips to the Royal Botanical Gardens.

Mr. Dodge initiated a discussion on new program development at the Royal Botanical Gardens and enquired whether commitments made for 1972-73 would automatically commit the Government to support of programs in subsequent years. Dr. Laking indicated that this in substance would be the case although some flexibility was possible.

D. Legislation

Mr. Walker enquired as to whether the Royal Botanical Gardens had given consideration to a revision of its legislation. Mr. Welby indicated that some thought had been given to this question and that the general consensus of opinion had been to await settlement of the municipal organization in that area.

In concluding the discussions, Dr. Wright noted that the Committee was well aware of the contributions made by the Royal Botanical Gardens and would give careful consideration to their proposals. He also stated that the Committee would be pleased to consider holding one of its spring meetings on the premises of the Royal Botanical Gardens.

The delegation withdrew at 5:15 p.m.

COMMITTEE ON UNIVERSITY AFFAIRS

MINUTES

Minutes of the meeting of the Committee held on Tuesday, 23rd November, 1971, with the University of Toronto, in the College Dining Room, Level 3, Humanities Wing, Scarborough College, commencing at 9:15 a.m.

Minute 1829 PRESENT

Dr. D. T. Wright	Chairman
Mr. P. Beatty	
The Honourable L. M. Frost, P.C., Q.C.	
Dr. R. Gerstein	
Dr. P. Grosskurth	
Mr. J. O'N. Hughes	
Dr. M. J. Lavigne	
Dr. S. Ostry	
Dr. J. G. Parr	
Dr. J. R. Rossiter	
Mr. N. A. Sisco	
Mr. H. A. Cotnam	
Mr. J. C. Yen	
Mr. H. H. Walker	Secretary
Mr. A. P. Gordon	
Mr. J. D. McCullough	

Minute 1830 UNIVERSITY OF TORONTO

The Committee met with a delegation from the University of Toronto comprising the following:

Dr. W. B. Harris, Chairman, Board of Governors	
Dr. J. H. Sword, Acting President	
Dean A. D. Allen, Faculty of Arts and Science	
Mr. R. H. Blackburn, Chief Librarian	
Dean A. L. Chute, Faculty of Medicine	
Professor J. B. Dunlop, Faculty of Law	
Professor H. C. Eastman, Department of Political Economy	
Professor B. Etkin, Department of Engineering Science	
Professor D. F. Forster, Acting Executive Vice-President and Provost	
Mr. E. M. Gruetzner, Acting Director, Division of Extension	
Principal A. C. H. Hallett, University College	
Dean J. M. Ham, Faculty of Applied Science and Engineering	
Dr. J. D. Hamilton, Vice-President (Health Sciences)	
Mr. A. G. Rankin, Executive Vice-President (Non-Academic)	
Mr. R. Ross, Vice-President and Registrar	

Dean A. E. Safarian, School of Graduate Studies
Professor R. A. Spencer, Department of History
Mr. L. D. Todgham, Director, Instructional Media Centre
Professor M. J. Wilson, Director, School of Nursing
Professor K. Yates, Department of Chemistry
Principal P. H. Russell, Innis College
Mr. A. F. W. Plumptre, Principal, Scarborough College
Dean S. J. Colman, Scarborough College
Professor W. J. Kirkness, Chairman, General Policy Committee,
Scarborough College

Dr. J. T. Wilson, Principal, Erindale College
Dean W. J. Huggett, Associate Dean, Erindale College
Dean P. P. M. Meincke, Associate Dean, Erindale College
Dean E. A. Robinson, Erindale College
Dean I. M. Spigel, Associate Dean, Erindale College
Mr. A. Brody, Student, Erindale College
Mr. P. Moran, President, Students' Administrative Government,
Erindale
Professor J. B. Conacher, President, University of Toronto
Faculty Association
Mrs. N. Grindal, President, Association of Part-time
Undergraduate Students
Mr. S. Kogitz, President, Graduate Students' Union
Mrs. G. Russell, President, University of Toronto
Staff Association
Mr. R. Spencer, President, Students' Administrative Council.

A. General

Following introductions, Dr. Sword opened the discussions by making extensive comments on the contents of the brief. He emphasized that the University of Toronto was very much concerned with innovation with respect to educational offerings and, as evidence, pointed out the new approaches taken to graduate studies where the Department as the main form of organization was yielding to the "Centre" concept of organization. He also singled out innovations made in relation to health education and concluded that at the University of Toronto it is the individual who remains the focus of attention.

Dr. Wright acknowledged the comments made by Dr. Sword and enquired as to what the attitude of the University of Toronto delegation would be to a financial scheme which allocated funds to universities on the basis of actual enrolment in the previous year. Dr. Sword stated that this approach to finance could well have advantages especially in a period of unstable enrolments, but that a detailed examination of such a proposal would be required before any definitive answer could be given.

B. Denominational Colleges

A general discussion ensued on the problem of denominational colleges and the financial difficulties experienced by these colleges. The University of Toronto delegation again urged that the Government review its policies in relation to support for denominational colleges.

Dr. Wright replied that the Committee would welcome any proposals for setting up new guidelines with relation to financing of denominational colleges. He pointed out that the key problem was lay vs. religious control of academic programs and, unless this problem was resolved, it was unlikely that the Province would move away from the position that it had held historically.

Dr. Sword stated that the University of Toronto would now review the position of the federated colleges and would hopefully be able to prepare proposals for consideration of the Government. Provost Owen noted that some information was already in the hands of the Department of Colleges and Universities and enquired from Mr. Gordon as to the suitability of this information. Mr. Gordon replied that the information from the University of Toronto Federated Colleges was in hand but that it must be evaluated in terms of implications for the whole Province.

C. Formula Weighting

Dr. Wright initiated a discussion on the formula weight given to the University of Toronto general and honours programs. The University of Toronto contention was that this weight was inadequate given changes in terms of student course preferences. Dr. Wright noted that the University of Toronto brief did not specify the details of the request for a higher formula weight and invited the University to submit more evidence on the basis of which the Committee could recommend changes. Dean Allen stated that one change from previous years was that more students were now enrolling in the fourth year of courses and that the fixed 1.2 averaged formula weight does not take this circumstance into account.

D. Graduate Education and Research

Referring to graduate studies, Dr. Wright noted the general concern of the Committee about the large proportion of non-Canadian students in many graduate faculties. Dr. Safarian replied that it was not unnatural that the University of Toronto should have a large component of non-Canadian graduate students since the City of Toronto has a large immigrant population which is not naturalized.

He also stated that immigration regulations are in a large part responsible for this problem and that the Provinces should make a collective approach to the Federal Government regarding this matter.

A discussion ensued on support of research institutes during which Dr. Safarian pointed out that contract research is intimately linked with the teaching and community service function of the University. It was also noted that contract research is often funded without accounting for overhead costs because the contractor tends to review research as partially a teaching activity. Dr. Wright noted that the formula finance scheme incorporates a cost factor for overhead costs for research but also indicated that it might now be useful to begin to rationalize teaching activity and research activity as separate entities. He enquired as to what the attitude of the University of Toronto delegation would be to a financial program which would separate instructional costs from research costs. With the exception of Dr. Ham, the University of Toronto response was generally favourable to this proposal.

Dr. Rossiter referred to page 21 of the brief and noted the University of Toronto suggestion that there should be a ceiling on graduate enrolment. He enquired as to whether this limitation should be on a discipline basis, to which Dr. Safarian replied in the negative. Dr. Safarian made the point that there were many ways of rationalizing graduate enrolment without using discipline quotas and that it was his opinion that the student should have full choice in terms of the program he wished to pursue. It was up to the institution, however, to supply full information to a potential graduate student so that the student could make a well-informed choice.

A general discussion ensued on the desirability of a planned approach to graduate studies during which Mr. Beatty noted that if the system should continue to function on the basis of demand for educational services, there was a danger that the older and stronger institutions might gain a disproportionate share of graduate programs and support. Dr. Safarian stated that this was not necessarily the case since the older institutions did not have a monopoly on excellence.

Dr. Wright referred to the brief and again noted the large participation of non-Canadian students registered in the graduate programs. He spoke about the desirability of establishing a quota on the number of non-Canadian students and enquired as to what size this quota might be.

Mr. Frost suggested that the quota should be proportionate to the number of Ontario students now studying abroad.

Dr. Parr observed that the University of Toronto appeared to be experiencing difficulties in hiring Canadian faculty members. The University's response was that the situation was inevitable since many of the Ph.D. programs in Canada were relatively new and were not producing adequate numbers in all disciplines.

E. Health Science Programs

A discussion next ensued on health science programs at the University of Toronto during which Dr. Wright noted that the present pattern of funding may not necessarily be in the public interest since all instruction and most research is conducted within universities. Dr. Wright again noted that it might be desirable to fund the latter activities on separate bases.

Reference was made to the Mustard report and the desirability of establishing satellite health centres.

Dr. Chute pointed out that while the concept of a satellite health centre might be attractive, it was his opinion that it would take 5 to 7 years before these centres would become productive. The principal reason for such a long lead-time was the problem of obtaining qualified instructional staff.

Dr. Hamilton referred to the general problem of funding health science programs. He indicated that it was desirable for all health science programs to be funded from a single source since the present pattern of funding was not conducive to good planning, and suggested that it would be preferable to separate Health Science education from other academic funding; presumably to have it funded through the Department of Health.

F. Integration of Full and Part-Time Studies

Dr. Wright opened the afternoon discussion by enquiring about the status of part-time studies at the University. Dr. Allen responded by noting that part-time and full-time studies were now fully integrated at the University.

Mrs. Grindal was next asked to comment on the experience of part-time students at the University. She stated that it was extremely difficult to judge the success of part-time study programs although, in general terms, it was not likely that the part-time students received all the advantages of full-time students. As an example, she noted that part-time students do not have full benefit

of the college system since course work simply cannot be offered at all the colleges throughout the University.

Considerable discussion ensued on the special problems of part-time students with reference being made to the "Statement from the Association of Part-Time Undergraduate Students" found on pages 117-118 of the brief.

Minute SCARBOROUGH COLLEGE
1831

A. Introduction

Mr. Plumptre introduced the brief from Scarborough College and emphasized that the College was currently in the process of attempting to define its relationship with the University of Toronto. He noted that the Hare Committee had handed down its report on the future course to be followed at Scarborough and that the recommendations found in this report were now well on the way to being implemented.

Mr. Plumptre made a number of additional comments about developments at Scarborough and referred to the brief for a summary of these comments.

B. Enrolment

Discussion next turned to a consideration of enrolment and class size patterns at Scarborough and a set of tables was distributed to members of the Committee for reference (attached). In relation to enrolment patterns it was noted that a general pattern had evolved at Scarborough whereby enrolment in social sciences was gaining at the expense of the natural and life sciences. Enrolment in the humanities had remained relatively stable over the years of the College's existence.

C. Educational Television

In response to a request from Dr. Parr, Mr. Todgham commented on developments in educational television. In this context, Mr. Todgham noted that the television facilities at Scarborough were now considered to be part of the media centre for the whole University although all production facilities remained at the Scarborough College campus.

Minute ERINDALE COLLEGE
1832

A. Introduction and General Discussion

Dr. Wilson opened the discussion by making brief comments on the Erindale submission. He next invited Dr. Robinson to speak about recent developments at Erindale.

In his comments, Dr. Robinson indicated that due to the shortfall in enrolment, Erindale College would not likely reach "emergence" within the time that had been earlier anticipated. He also noted that the shortfall situation had created uncertainty in relation to long-range planning and that it was imperative that the Committee now specify the parameters within which planning should take place.

In passing, Dr. Robinson stated that Erindale was investigating new forms of academic organization and that it was his opinion that the best aspects of the departmental form of organization should be retained while leaving ample room for innovation.

Dr. Robinson made the point that, in the opinion of Erindale, the weight given for combined general/honours programs was not adequate. He felt that a weighting of 1.25 or even 1.28 was entirely justifiable.

Dr. Robinson then made a case for the introduction of a surveying course at Erindale, emphasizing the unique nature of the proposed program.

In concluding his opening remarks Dr. Robinson noted the concern for innovation in student housing and stated that the modified townhouse plan proposed for Erindale would likely cost only \$3,000 per bed.

Dr. Wright responded to Dr. Robinson's comments by noting that the situation in relation to emerging institutions was under review and that a decision would be forthcoming. In respect of the question of the weight assigned to general and honours programs, Dr. Wright stated that the Committee was most anxious to receive the calculations on which Erindale based its contention that the weighting should be revised to 1.25 or 1.28. In concluding Dr. Wright also stated that it would be useful to receive a supplementary paper on the proposed surveying course.

Dr. Parr added that the surveying course appeared to be a major innovation since it would be operated under the auspices of geography and geology as opposed to being a branch of engineering.

Dr. Rossiter asked Dr. Robinson about the details of the College system at Erindale. Considerable discussion ensued on this subject matter during which Dr. Robinson noted that the aim was to give the colleges a substantial amount of autonomy. He also stated that within the colleges administrators would be expected to teach.

B. Student Housing

In reference to the problem of student housing, Mr. Brody noted that the delay in construction of residences might have in part been responsible for the shortfall in enrolments at Erindale. He stated that it would be desirable for the Province to review its priorities in relation to student housing and also recommended that the construction cycle begin earlier.

Considerable discussion ensued on student housing needs during which Dr. Lavigne stated that it would be worthwhile to consider bus transportation as an alternative to new construction. Dr. Wright stated that funds which had been allocated for student housing reflected the priorities of the Government with respect to the problem of housing in general and that these priorities were not likely to be changed in the near future. He did, however, state that whatever funds were available for student housing should be put into use as soon as possible.

C. Curriculum Development Institute

In reply to a question from Mr. Beatty about the Curriculum Development Institute, Dr. Meincke stated that the focus of the Institute was to develop a core curriculum around a particular discipline. This curriculum, however, should remain flexible to the degree that program material could easily be revised or removed.

Dr. Wright noted the interest of the Committee in the work of the institute and enquired about the degree to which the Erindale project is co-ordinated with work conducted at other institutions. He further noted that since considerable work on curriculum development had taken place in a number of institutions in Ontario, the Committee might be agreeable to recommending support for this purpose provided that a co-ordinated effort could be undertaken.

D. Faculty Work Load

In reference to the information on class size spectra, Dr. Wright noted that the figures submitted were extremely interesting. Some discussion ensued on faculty teaching loads during which Dr. Wright noted that the average teaching load appeared to be quite low (three lecture hours per week). It was agreed that the concept of a faculty work load was a complex question requiring much analysis.

Dr. Wright noted that the Committee was encouraged by the developments taking place at Erindale. He further stated that the development of sound information systems was essential to effective planning.

E. University Fiscal Year

Dr. Rankin stated that the new fiscal year-end for universities was inconvenient for operating purposes. He asked that the Committee give consideration to changing the year end to another date.

The meeting concluded at 4:15 p.m.

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Chairman

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Secretary

SCARBOROUGH COLLEGE
University of Toronto

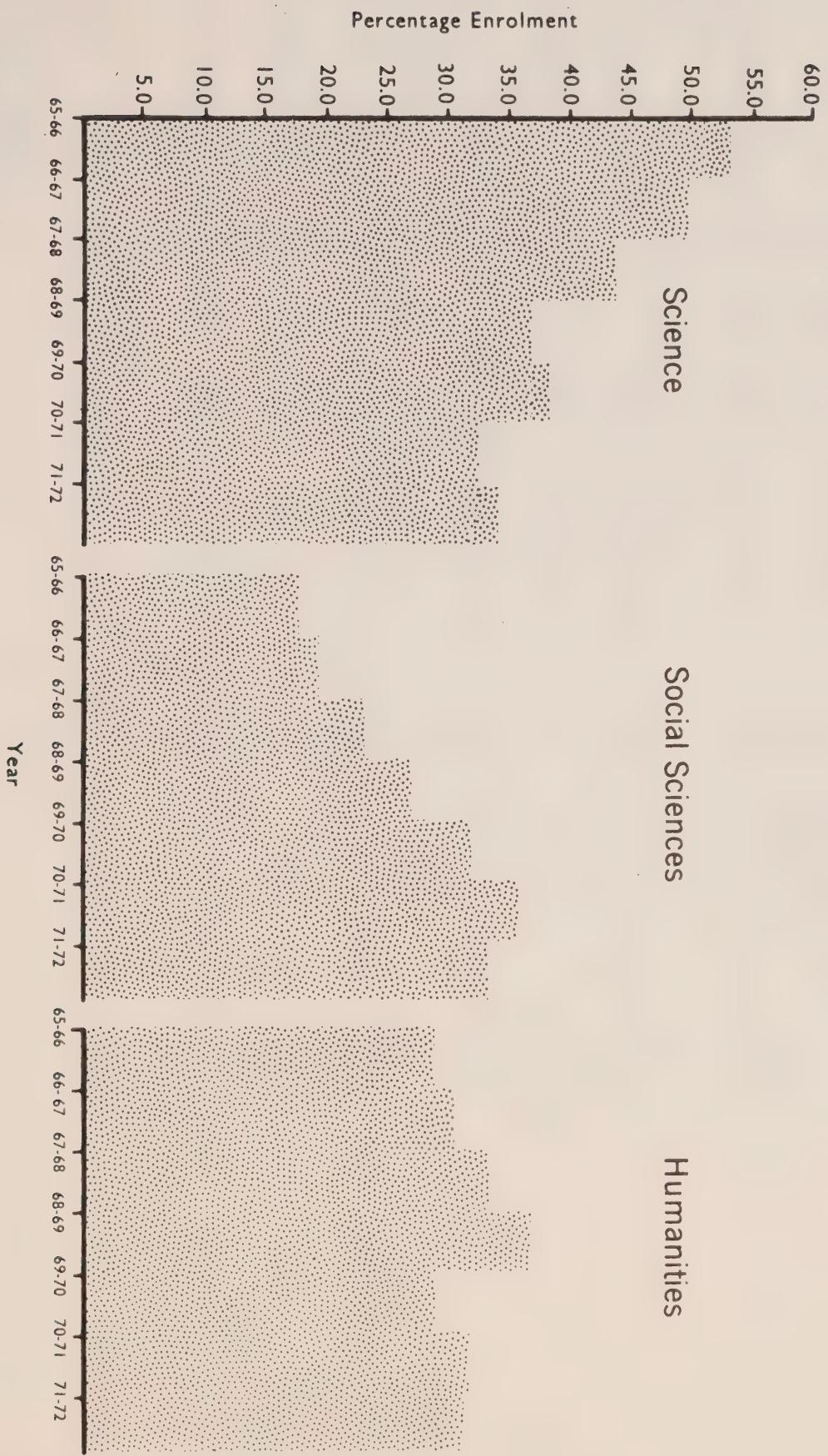
23 November 1971

For the meeting between the Committee on University Affairs
and the University of Toronto, 23 November 1971

Enrolment Patterns at Scarborough College

1. The attached histograms represent the number of enrolments in a particular Division, expressed as a percentage of the total number of equivalent full enrolments recorded on October 15th of that year.
2. The disciplines are divided within the Divisions as follows:

(a) Science:	Astronomy	Mathematics
	Biology	Physics
	Chemistry	Psychology
(b) Social Science:	Anthropology	Geography
	Commerce	Political Science
	Economics	Sociology
(c) Humanities:	Classics	Italian
	English	Latin
	Fine Art	Linguistics
	French	Literature
	German	Philosophy
	Greek	Russian
	Greek&Roman History	Spanish
	History	
3. Enrolments in extension are not included in these graphs until 1969-70. Before that time, administration of the extension programme was carried out by the Division of University Extension; hence, no data were available at Scarborough College.
4. The New Programme was introduced in 1969/70. 1968/69 was the last year of the two General Courses.
5. The detailed material supporting these histograms is available if required.



**UNIVERSITY OF TORONTO
SCARBOROUGH COLLEGE**

UNDERGRADUATE COURSES ONLY

TABLE 1

DIVISION	FTE * FACULTY MEMBERS	FULL COURSE EQUIVALENTS OFFERED	AVERAGE FULL COURSE EQUIV- ALENT LOAD PER FTE FACULTY MEMBER	AVERAGE FORMAL LECTURE HOURS PER WEEK PER FTE FACULTY MEMBER	AVERAGE TUTORIAL AND LAB. HOURS PER FTE FACULTY MEMBER	AVERAGE TOTAL CLASS ROOM + LAB. HRS. PER WEEK PER FTE FACULTY MEMBER
			2.29	6.76	2.31	9.07
HUMANITIES	56.50	129.50				
SOCIAL SCIENCES	33.50	74.50	2.22	5.01	2.00	7.01
LIFE SCIENCES	24	31	1.29	5.20	5.38	10.58
PHYSICAL SCIENCES	28.93	33	1.14	4.18	2.31	6.49
TOTAL	142.93	268	1.87	5.56	2.76	8.32

* DOES NOT INCLUDE
TEACHING ASSISTANTS

University of Toronto
SCARBOROUGH COLLEGE

TABLE 2

NUMBER OF FULL UNDERGRADUATE COURSE EQUIVALENTS IN A GIVEN SIZE RANGE

DIVISION	1 - 9	10 - 20	21 - 50	51 - 100	101 - 150	151 - 200	200 - 250 or larger
HUMANITIES	53.50	25.50	29.50	14.00	6.00	1.00	
SOCIAL SCIENCES	18.00	15.00	26.50	10.50	2.50		2.00
LIFE SCIENCES	2.50	6.50	9.50	8.00	1.50	1.00	2.00
PHYSICAL SCIENCES	9.50	7.50	7.50	4.50	1.00	1.00	2.00
TOTALS	83.50	54.50	73.00	37.00	11.00	3.00	6.00

TABLE 3
NUMBER OF TUTORIAL OR LABORATORY SECTIONS IN A GIVEN SIZE RANGE

DIVISION	1 - 9	10 - 20	21 - 50	51 - 100	101 - 150	151 - 200
HUMANITIES	95	52	38	2		
SOCIAL SCIENCES	30	22	24	0		
LIFE SCIENCES	1	49	25	7		3
PHYSICAL SCIENCES	11	75	13	2	1	0
TOTALS	110	263	125	14	1	5

GRADUATE TEACHING BY SCARBOROUGH COLLEGE STAFF

DIVISIONS	COURSES TAUGHT	PROFESSORS' FORMAL TEACHING HOURS	STUDENTS SUPERVISED	STUDENTS ADVISED
HUMANITIES	7.00	14.00	2.00	5.00
SOCIAL SCIENCES	23.50	65.00	39.00	35.00
LIFE SCIENCES	9.00	19.00	25.00	24.00
PHYSICAL SCIENCES	7.75	13.50	16.00	26.00
TOTALS	47.25	111.50	82.00	90.00

-72
SIGN OFUNDERGRADUATE
STUDENT COURSE ENROLLMENTPROF'S HRS
PER WEEK.NO.
OF
WEEKS
T/T

T/HRS.

L. T.

HRS HAD. 100

COURSE	% RESPONS. FOR COURSE	C-10	SECTION						NO.	SIZE	LECT.	TUTOR.	LAB.	NO. OF WEEKS T/T	L. T.	HRS HAD. 100
			10- 20	21- 50	51- 100	101- 150	151- 200	201- 350								
POL E11F	100	11							2	11	4	1		1	1	1
POL E11Y	100	4							3	16	3	1		1	1	1
POL G11F	100	16							-	-	2			-	-	-
POL E11Y	100	31							3	2			1/2	10	3	
POL B11Y	100	5							-				1 1/2			
POL H11Y	100		85						6	15	2	1		1 1/2	5	
PHYSICS	100	11							-	-	2	-	-	-	-	-
POL G21F	100	7							-	-	2	-	-	-	-	-
POL B11Y	100	25							2	12	2	-	-	1/2	2	2
POL H11Y	100	17							1	20	2	-	-	17	2	
POL B10Y	100	20									2	-	-	12	2	
SOS B11Y	100	30									2			1		
SOS H11F	100		100						4	23	2			1		4
POL B10Y	100	33									2	3		-	-	-
PHYSICS	100	14									2			-	-	-
											31	11/2				

SPECIMEN ONLY

SOS Books

48

3 1/2 W 1 1/2 T 1/2

COMMITTEE ON UNIVERSITY AFFAIRS

MINUTES

Minutes of the meeting of the Committee held on Monday, 6th December, 1971, with Laurentian University in the Fraser Auditorium, Laurentian University, commencing at 9:15 a.m.

Minute

1833 PRESENT

Dr. D. T. Wright
Mr. P. Beatty
Dr. R. Gerstein
Dr. M. J. Lavigne
Dr. J. G. Parr
Dr. R. J. Rossiter
Mr. N. A. Sisco

Chairman

Mr. H. A. Cotnam

Mr. A. P. Gordon
Mr. L. M. Johnston

Acting Secretary

1834 LAURENTIAN UNIVERSITY

The Committee met with representatives from Laurentian University comprising the following:

Mr. W. B. Plaunt, Chairman, Board of Governors
Dr. H. Albert, Vice-President (Academic)
Mr. F. J. Turner, Vice-President (Administration)
Mr. C. Nurmi, Comptroller
Mr. P. E. Arsenault, Chairman, Finance Committee of the Board of Governors
Mr. D. Pearson, Chairman, Executive Committee of the Senate
Mr. J. Clarke, Registrar
Dr. W. Watson, Dean of Graduate Studies
Dr. E. Wright, Dean of Humanities

A. General

Following introductions, Dr. Albert expressed regrets on behalf of Dr. Cloutier who was unable to meet with the Committee due to illness. He then proceeded to outline the highlights of the Laurentian brief and in particular noted that Laurentian was unique because of its focus on problems of relevance to northern development. He stated that the future of Laurentian was intimately linked to the future of the North and that the University was in the process of developing an appropriate core curriculum which would serve the needs of the region.

Because of the importance of Laurentian to northern development, Dr. Albert stated that it was imperative that

some method be found which would ensure that Laurentian could continue to pursue this unique role. He noted that it would not be desirable for Ontario to attempt to standardize university education since this would be detrimental to the whole system of higher education. In passing, he contended that organizations such as the Council of Ontario Universities and the Department of Colleges and Universities tended to produce a centralizing dynamic with the attendant danger of the Ontario system of higher education becoming a "melting pot".

Dr. Albert next turned to a consideration of general financial problems faced by small developing institutions. In particular, he expressed concern about the effects of formula financing in relation to the problem of generating income, and stated that one effect of formula financing was that while it might be most desirable for the small institution to expand, the formula system in actual fact encouraged all institutions to expand. The consequence of this was that small institutions found it difficult to meet enrolment objectives because of competition from larger institutions. Due to this kind of problem, Dr. Albert noted that Laurentian University was now facing financial difficulties of considerable magnitude. A "Revenue - Cost Analysis 1970-71" was distributed to the Committee members (attached) which highlighted the discontinuity between sources of revenue and foci of expenditure on a program-by-program basis. Dr. Albert stated that the financial situation at Laurentian was further exacerbated by inadequate provision for Laurentian's bilingual program and unless the Government of Ontario was prepared to support bilingual education programs at a comprehensive level, Laurentian would have no choice but to abandon its aims in this respect.

Dr. Wright acknowledged Dr. Albert's comments and noted that the Committee was increasingly concerned with the pattern of costs of programs as they were likely to develop in the 1970's. In particular he indicated that the Committee was of the opinion that some thought had now to be given to a reduction in the number of smaller courses thereby allowing funds to be transferred to areas where a greater demand was demonstrated.

A thorough discussion ensued on the problem of optimum utilization of resources during which Dr. Rossiter noted that some of the enrolment difficulties (and consequent financial difficulties) at the emerging institutions might have been alleviated if the Province had had an operative central admission system. Dr. Parr further noted that it might be useful for the emerging institutions to consider the feasibility of teaching a larger number of students with a smaller number of faculty -

thereby reducing costs. This option he indicated might be particularly appropriate in the faculty of science which according to the revenue cost analysis was not generating sufficient income to meet expenditures.

In reference to the latter point, Dr. Rossiter noted that the faculty of science at Laurentian was presently offering a large number of courses, each with small enrolment. In view of the financial difficulties attributed to this situation, he enquired as to what attempts had been made to rationalize proliferation of courses and suggested that it might be useful for Laurentian to consider offering some of these courses in alternate years.

In response to the above comments, Dr. Albert stated that Laurentian was at present offering a minimum spectrum of options in its science programs. He stated that the present range of science options constituted a core curriculum without which the faculty of science would not be academically viable. Mr. Turner also made the point that Laurentian could not afford to cut back on even the smallest courses since this might mean that students would choose to go elsewhere thereby reducing Laurentian's income even further.

In summarizing this portion of the discussion, Dr. Rossiter referred to the revenue cost analysis and noted that it was not entirely appropriate to draw conclusions from the data presented in this study. He stated that the formula finance system was devised for the purpose of allocating funds between universities and was not an appropriate tool for allocating funds internally.

B. Enrolment

Mr. Turner next initiated a discussion on the specific causes of the shortfall in enrolment in the current year. He stated that Laurentian was in the process of preparing a statistical analysis of the parameters of this problem and that initial results indicated that the shortfall in enrolment at Laurentian was at least in part caused by potential Laurentian students going to the colleges of applied arts and/or to other universities in the Province. Mr. Turner stated that students were apparently most influenced by considerations of (1) security and future income potential, (2) personal growth, (3) life style, and (4) social acceptance.

In concluding this part of the discussion, Dr. Wright made the point that the rate of growth in enrolment was likely to decline in future years. He stated that this

situation would necessitate a general re-assessment of institutional development, particularly since such development was often guided by conventional assumptions. Dr. Wright stated that it was evident that a number of hard decisions had to be taken in respect to the future and specifically pointed out that standard approaches to instruction and curriculum development were not likely to be useful. Mr. Turner noted that there were risks in moving away from the standard form of operation to which Mr. Pearson added that it was his opinion that the risk-takers were predominately to be the newer developing institutions. Dr. Parr noted that this in fact might be altogether appropriate since the new institutions were far more flexible than the older institutions and therefore could be expected to be more innovative. Dr. Albert concluded that although Laurentian was currently suffering from the effects of reduced enrolment, these deficits in enrolment might in future be made up from the increasing number of Franco-Ontarians who appeared to want a higher education. If this situation was to eventuate, it was his opinion that the academic program at Laurentian had to remain competitive with other institutions in Ontario.

C. Bilingual Education

A general discussion commenced on bilingual programs at Laurentian. In response to a question from Dr. Wright regarding the future potential of demand for bilingual education, Dr. Albert stated that Laurentian was presently undertaking a study on the likely scope and nature of this demand.

Dr. Gerstein next enquired about the degree to which Laurentian offered programs which were uniquely relevant to the problems of the North. Dr. Albert replied that in addition to bilingual programs offered at Laurentian, a number of other programs had special relevance for northern development. He specifically emphasized the importance of programs in social work, physical education, and nursing. Mr. Pearson added that while the bilingual programs were greatest in importance the School of Translators was also significant in relation to northern development. Some discussion followed on this subject matter during which it was noted that it was essential for Laurentian to recruit students from the North because such students were most likely to remain in the North. Mr. Pearson further stated that when the Government asked Laurentian to take special risks in terms of innovative new programs (such as the School of Translators), the Government should also be prepared to reward any successes which might result. Dr. Wright indicated that this was a worthwhile suggestion.

D. Miscellaneous Considerations

Some discussion next ensued on the sources of revenue to

emerging universities as opposed to the older established universities. In this context, Dr. Wright stated that in both instances, the main source of income was predominately the Government and in proportionate terms the older institutions did not enjoy a much greater amount for research purposes.

Dr. Watson continued the discussion on innovation and noted that it would be advantageous for Laurentian University to give consideration to developing areas of excellence which would draw interest not only from the perspective of Ontario but also from the international community. He cited as examples of this kind of development, the Small Particles Institute, and the work conducted on environmental problems. According to Dr. Watson, Laurentian University had great potential to develop in these areas but needed some risk capital.

Dr. E. Wright (Dean of Humanities) noted that similar questions were of concern in the humanities. He indicated that Laurentian was in many ways a unique institution with great potential to develop certain disciplines. In particular he noted that Sudbury was a "natural laboratory" for the study of intercultural relations.

Dr. Rossiter enquired as to what the attitude of Laurentian University delegation might be to a proposal which would allocate funds to universities on the basis of enrolment in the year previous. Mr. Turner replied that a new pattern for financing higher education was probably necessary although Dr. Rossiter's suggestion would need further study.

In passing, Dr. Albert noted that housing in Sudbury was a special problem and that the shortfall in enrolment might partially have been affected by this problem.

The delegation withdrew at 11:45 a.m.

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Chairman

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Secretary

LAURENTIAN UNIVERSITY

Revenue/Cost Analysis 1970-71

Divisions - Schools

<u>Social Science</u>	<u>Social Science</u>	<u>Humanities</u>	<u>Commerce</u>	<u>Engineering</u>	<u>Nursing</u>	<u>Physical Education</u>	<u>Social Work</u>	<u>Translators</u>	<u>Total</u>	
Revenue - Schedule 1	\$1,384,394	\$2,740,520	\$1,271,543	\$493,588	\$220,705	\$116,320	\$377,203	\$139,911	\$28,428	\$6,772,612
Expenditures - Schedule 2	<u>2,485,763</u>	<u>1,822,161</u>	<u>1,262,234</u>	<u>219,321</u>	<u>196,974</u>	<u>178,637</u>	<u>420,117</u>	<u>231,967</u>	<u>74,401</u>	<u>6,891,575</u>
Surplus (Deficit)	<u>(\$1,101,369)</u>	<u>\$ 918,359</u>	<u>9,309</u>	<u>274,267</u>	<u>23,731</u>	<u>(\$ 62,317)</u>	<u>(\$ 42,914)</u>	<u>(\$ 92,056)</u>	<u>(\$45,973)</u>	<u>(\$ 118,963)</u>

LAURENTIAN UNIVERSITY

1970-71 Revenue for the Academic Divisions
 (Based on teaching service performed, including Extension)

<u>Science</u>	<u>Social Science</u>	<u>Humanities</u>	<u>Commerce</u>	<u>Engineering</u>	<u>Nursing</u>	<u>Physical Education</u>	<u>Social Work</u>	<u>Translators</u>	<u>Total</u>
<u>Government grant</u>									
Number of basic income units	<u>668.5</u>	<u>1,255.9</u>	<u>549.8</u>	<u>238.3</u>	<u>107.1</u>	<u>56.4</u>	<u>183.4</u>	<u>66.3</u>	<u>11.4</u>
Gross Operating Formula Income (\$1,640 x BIU's)	1,103,025	2,072,235	907,170	393,195	176,715	93,060	302,610	109,395	18,810 \$5,176,215
Less: Standard Tuition fees	254,270	558,720	253,170	68,640	29,430	7,520	43,610	31,680	- 1,247,040
Net operating grant	848,755	1,513,515	654,000	324,555	147,285	85,540	259,000	77,715	18,810 \$3,929,175
Emergent Grant (24.65% of Gross Operating Formula Income)	271,895	510,805	223,617	96,923	43,560	22,940	74,593	26,966	4,638 1,275,937
Bilingual Grant (55% of Grant)	<u>1,424</u>	<u>98,000</u>	<u>110,096</u>	<u>-</u>	<u>-</u>	<u>4,980</u>	<u>-</u>	<u>214,500</u>	
Total Government Grant	1,122,074	2,122,320	987,713	421,478	190,845	108,480	333,593	104,681	28,428 \$5,419,612
Tuition Fees paid	262,320	618,200	283,830	72,110	29,860	7,840	43,610	35,230	- 1,353,000
Total revenue generated for teaching services performed	<u>1,384,394</u>	<u>2,740,520</u>	<u>1,271,543</u>	<u>493,588</u>	<u>220,705</u>	<u>116,320</u>	<u>377,203</u>	<u>139,911</u>	<u>28,428 \$6,772,612</u>

LAURENTIAN UNIVERSITY

1970-71 Academic Actual Expenditures - 12 months

<u>Science</u>	<u>Social Science</u>	<u>Humanities</u>	<u>Commerce</u>	<u>Engineering</u>	<u>Nursing</u>	<u>Physical Education</u>	<u>Social Work</u>	<u>Translators</u>	<u>Total</u>	
Total Department and School Budgets	\$1,166,548	\$906,483	\$ 593.378	\$119,822	\$ 95,165	\$102,040	\$245,006	\$134,578	\$ 45,505	\$3,408,525
Extension (excluding administrative costs)	68,095	158,889	130,991	7,300	8,051		6,667			379,993
Fringe benefits	79,530	74,205	52,158	8,950	6,660	7,250	15,315	10,135	3,255	257,458
Library	213,225	195,455	169,087	25,220	9,170	20,060	23,505	20,060	5,160	680,942
Total Direct Costs	1,527,398	1,335,032	945,614	161,292	119,046	129,350	283,826	171,440	53,920	4,726,918
Other academic & student services	211,887	185,647	131,198	22,304	16,400	17,712	39,360	23,616	7,872	655,996
Administration	191,483	167,770	118,565	20,156	14,821	16,006	35,570	21,342	7,114	592,827
Physical Plant	554,995	133,712	66,857	15,569	46,707	15,569	61,361	15,569	5,495	915,834
Total expenditures	\$2,485,763	\$1,822,161	\$1,262,234	\$219,321	\$196,974	\$178,637	\$420,117	\$231,967	\$ 74,401	\$6,891,575

COMMITTEE ON UNIVERSITY AFFAIRS

MINUTES

Minutes of the meeting of the Committee held on Monday, 6th December, 1971, with College de Hearst and Nipissing College, in the Fraser Auditorium, Laurentian University commencing at 1:00 p.m.

Minute

1835 PRESENT

Dr. D. T. Wright	Chairman
Mr. P. Beatty	
Dr. R. Gerstein	
Dr. M. J. Lavigne	
Dr. J. G. Parr	
Dr. R. J. Rossiter	
Mr. N. A. Sisco	
Mr. H. A. Cotnam	
Mr. A. P. Gordon	Acting Secretary
Mr. L. M. Johnston	

1836 COLLEGE DE HEARST

The Committee met with representatives from the College de Hearst comprising the following:

The Rev. Maurice Saulnier, Rector
Mr. R. Tremblay, Director
Dr. H. Albert, Vice-President (Academic)
Laurentian University

A. Introduction and General

Following introductions, Rev. Saulnier referred to the brief for details of the operation of the College. Dr. Wright acknowledged Rev. Saulnier's comments and noted that the Committee was most interested in the unique service offered by the College de Hearst to the people of northern Ontario.

Mr. Tremblay initiated a discussion on the type of programs offered by the College and in particular noted that the main interest of the College was to serve part-time students. He stated that the College also operated off-campus programs in a number of locations which required a minimum enrolment of twelve students to be viable. Dr. Wright noted Mr. Tremblay's comments and stated that in future, the Committee would look for more information on a full-time equivalent basis.

A discussion ensued on faculty hiring practices and Mr.

Tremblay stated that most of the faculty at the College were former high school teachers. It was further pointed out that the faculty was encouraged to upgrade their training and that some were pursuing studies at the Ph.D. level. In reference to the latter point, Dr. Parr pointed out that Ph.D. work may not necessarily be the most desirable kind of training for an institution which was primarily engaged in a teaching function.

Dr. Parr commenced a discussion on sources of student intake at the College. Mr. Tremblay pointed out that approximately 80 - 90 per cent of the students were school teachers pursuing professional qualification. It was again pointed out that faculty at the College was required to travel to outlying communities once or twice a week to conduct classes. Dr. Parr noted that there was some evidence that the demand for school teachers was beginning to fall off in many school boards and enquired whether this might have an effect on programs operated by the College. Mr. Tremblay stated that this was not perceived to be a problem in the foreseeable future.

Dr. Lavigne suggested that the College should maintain a record of the number of graduates of the College who remained within the geographical area following graduation. He suggested that the retention of students in the North was one of the main contributions to be made by the College.

Dr. Wright concluded the discussion and thanked the College de Hearst delegation for coming to Sudbury to meet with the Committee. He also stated that, due to the long distances involved, it might not be necessary for the College to meet the Committee next year.

The delegation withdrew at 1:55 p.m.

1837 NIPISSING COLLEGE

The Committee met with representatives from Nipissing College comprising the following:

Dr. S. J. Zytaruk, President
Dr. J. W. Trusler, Chairman, Board of Governors
Mr. R. F. Donnelly, Treasurer, Board of Governors
Dr. H. Albert, Vice-President (Academic) Laurentian University
Dr. R. Cassidy, Chairman, Faculty Association

A. Introduction and General

Following introductions, prepared statements were read to the Committee by Drs. Trusler, Zytaruk and Cassidy.

(Copies of these statements are attached.)

Dr. Trusler then went on to describe developments at Nipissing College as they had taken place in the first four years of operation. He particularly pointed out that, four years ago, the College had commenced operations with a total sum of \$17,000, however, today the College had an operating surplus of \$250,000 and a capital holding of another \$250,000. He attributed this favourable financial position to good planning practices on the part of the College management. Dr. Wright responded by noting that this was an admirable situation, especially in view of the fact that most universities claimed that the operating formula did not provide sufficient funds to meet commitments.

B. Programs in Education

Dr. Wright commenced a discussion on the proposed integration of the North Bay Teachers' College with Nipissing College. He pointed out that some difficulties might arise particularly since teacher college enrolments were likely to decline in the immediate future. Dr. Trusler responded to Dr. Wright's comments and stated that much work remained to be done before integration could take place. He stated that some of the ground rules for integration had, however, been established and in particular noted that an agreement had been reached with faculty of the Teachers' College whereby each faculty member at the College would become a tenured member of Nipissing College. He stated that this was a fair arrangement since each faculty member of the Teachers' College had already taught a minimum of four years, which would qualify them to gain tenure at Nipissing.

C. Structure of Academic Year

Discussion next ensued on the need to re-examine the structure of the academic year. Dr. Parr referred to page 10 of the Nipissing brief and stated that it was his opinion that the problem of accountability of the faculty members time should be solved through actions of the university community as opposed to the actions of the Committee. He suggested that the Ontario Council of University Faculty Associations might be the appropriate vehicle through which this problem could be resolved. Further discussion followed on the structure of the academic year during which Dr. Zytaruk reminded the Committee that the statement on page 10 of the brief reflected a personal opinion which did not necessarily bind the rest of the College community. Dr. Cassidy stated that certain counter proposals in regard to this matter would be forthcoming from the faculty at Nipissing.

Dr. Zytaruk concluded this portion of the discussion by re-emphasizing that some method had to be found for evaluating the performance of a faculty member. In passing, he noted that one input into such a process would have to be the views of the student body regarding the teaching capability of a particular faculty member.

D. Multi-institutional Campus

The discussion next turned to a consideration of the problems associated with the proposed new plan for a multi-institutional campus at North Bay. Dr. Rossiter noted the enthusiasm of Nipissing College in regard to the general features of the plan and enquired whether Cambrian College was equally enthusiastic. Dr. Zytaruk replied that since the proposed integration would reduce the autonomy of each of the institutions involved, it was not surprising that some of the staff of Cambrian College were less than enthusiastic. Considerable discussion ensued on problems of establishing a multi-institutional campus during which Dr. Zytaruk enquired as to how realistic it was to plan for a 1972 opening of the campus. Dr. Wright stated that there were difficult issues involved but indicated that it was possible that the main organizational problem at least could be solved by spring.

E. Degree granting Powers

Dr. Albert introduced the matter of degree granting powers for Nipissing College. He expressed concern that this subject had not as yet been fully discussed with representatives of Laurentian University and urged that these discussions begin immediately. In addition, he stated that it would be useful to receive the views of the Commission on Post-Secondary Education regarding this matter. Dr. Wright replied that the Commission would no doubt be receptive to any representation made by Laurentian and that an opinion could usefully be sought from them.

The delegation withdrew at 3:30 p.m.

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Chairman

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Secretary

NIPISSING COLLEGE

REPORT TO THE COMMITTEE ON UNIVERSITY AFFAIRS

Presented by

Dr. J. W. Trusler, Chairman
Board of Governors
Nipissing College
North Bay, Ontario

6 December 1971

NIPISSING COLLEGE

REPORT TO THE COMMITTEE ON UNIVERSITY AFFAIRS

6 December 1971

Dr. Wright and Members of the
Committee on University Affairs:

This is the sixth occasion on which representatives from Nipissing College have met with you, and on each occasion we have left with a feeling of deep appreciation for the interest you have all shown in our endeavours to develop higher education in the North Bay area.

Last year you will recall Miss Edna Stevens of the staff of North Bay Teachers' College and also Secretary of the Nipissing College Board was a member of our delegation. Today, I would like to introduce to you Dr. Robert Cassidy, Professor of English at Nipissing College and Chairman of the Faculty Association. If Dr. Wright's recommendations regarding a Board of Governors for the new educational complex are accepted by enlightened authorities, Bob may well be on that Board, so it is appropriate at this time for him to know the fine type of people Dr. Zytaruk and I have been associated with during the past five years.

As usual we come to you with the same record of frugality and financial stability that has been our trade mark over the years. We don't need any extra money. I hope that will be pleasant news to this Committee. This does not mean that we no longer require

your good guidance or assistance. We have been fortunate in that while our full-time enrollment is down by three students, our extension enrollment has risen by seventy-six. So as the fellow said, "What we lost on the corners we made up on the curves."

Our great adventure began originally in September 1967 after nine years of effort tinged at times by despair but always succeeded by hope. Our supreme adventure will begin in the fall of 1972 when we will realize the ambition outlined by me to your Committee on November 15th, 1966. Because in the fall of 1972 we will move on to the new campus in an educational organization and endeavour which is unique in Canada.

We believe that with a new Board of Governors who will be as sincere and dedicated as the Board of Nipissing College has been, there can be no failure.

Dr. Wright in his outstanding Report and Recommendations on the future of the new Nipissing College, has conceived the necessary and enlightened framework which should enable a Board, a President and staff of men and women of vision and integrity to develop one of the most practical and effective institutions of higher learning in the province.

Over the years, by prudent management and foresight, we have set a little aside for the proverbial "rainy day." Hence it is, that we are in a position to allocate \$150,000 to provide the

necessary educational equipment for new facilities to serve students proceeding to a degree.

We plan to spend \$50,000 more this year to increase our library holdings for next fall. An additional \$50,000 will be used to furnish classrooms and academic offices. The remaining \$50,000 will be spent on equipping our laboratories for Geography, Psychology, Biology and Language Arts.

It is fortunate that we have been frugal and have these funds available, since it appears that our share of the \$150,000 made available, by the province for furnishing the new complex, amounts only to \$7,500 compared to an allotment of \$97,500 to the College of Applied Arts and Technology. The School of Nursing receives \$7,500 and the Teachers' College \$37,500.

We hope that when the new administration is set up, concern will be given to selecting men and women who have demonstrated a sense of responsibility for the use of public funds and thus obtain the maximum educational benefit at a justifiable cost.

For this reason our Board has supported the integration of the four post-secondary institutions on a common campus.

We have been ever mindful of the encouragement and support of this Committee who has extended to us the same concern and courtesy as you have to the great universities of the province. For this we are very grateful.

My Board of Governors has asked me to convey to Dr. Wright at this time, our sincere congratulations on the analytical, reasonable and workable recommendations he has prepared for the Minister of Colleges and Universities on the future administration of the new educational complex of North Bay.

We would ask your support to ensure the adoption of those recommendations.

We realize we are a small college; but I want to recall for you what I said to Dr. Wright during his visit to North Bay last spring. Remarking on the size of Nipissing College as compared to the University of Toronto, I told Dr. Wright that we were like the Ontario Northland Railway compared to the Canadian Pacific: the C.P.R. is a lot longer but the O.N.R. is just as wide.

We may not be the largest university in the province, but our concern for the education of youth is just as great.

Respectfully submitted by

Dr. J. W. Trusler, Chairman
Board of Governors
Nipissing College
North Bay, Ontario

NIPISSING COLLEGE

REPORT TO THE COMMITTEE ON UNIVERSITY AFFAIRS

Presented by

Dr. George J. Zytaruk, President
Nipissing College
North Bay, Ontario

6 December 1971

NIPISSING COLLEGE

REPORT TO THE COMMITTEE ON UNIVERSITY AFFAIRS

6 December 1971

Dr. Wright and Members of the Committee on University Affairs:

It is my pleasure to appear once again before the Committee on University Affairs to report on the present activities of Nipissing College as well as on our future prospects.

As you are well aware, Nipissing College is now in its fifth year of operation. Our growth during this period has been modest but significant nonetheless. Although our full-time enrollment has increased from 50 students in 1967-68 to 85 students in 1971-72, we have seen our Extension Program rise from 279 registrations in our first year to 626 registrations during the current academic year. At this fall's convocation held at Laurentian University here in Sudbury, we had 22 graduates. Another significant area of growth has been our annual Summer Session, which began in 1969 with 71 registrations in two courses. In 1970 we had 255 registrations in five courses; and just last summer our total number of registrations in nine courses climbed to 382.

We are convinced of the importance of maintaining our program, and we feel that the needs of the students in our area have been well served.

The resources of our physical plant, as those of you who have visited Nipissing College know, have been limited. Yet as we prepare

to move to new facilities, our teaching staff, and indeed everyone who has been closely associated with the development of Nipissing College, feels a certain amount of regret. Already we hear that the five years in our present building are likely to be the best years of our educational lives. For Dr. Trusler, in particular, and for me (if I may be personal for a moment), the establishment of Nipissing College as we have known it until now will, I am sure, leave a lasting impression. For the institution that we have seen develop represents for us the tangible results of a struggle with adversity, a struggle that we feel has been won.

It is not, however, my purpose here, this afternoon, to dwell on the past, but rather to communicate to this Committee our hopes for the future of Nipissing College.

Commencing in the fall of 1972, Nipissing College will be sharing a common campus with the College of Applied Arts and Technology in North Bay. By that time, we anticipate that the North Bay Teachers' College will be fully integrated with Nipissing College and that the St. Joseph's School of Nursing will likely be integrated with the College of Applied Arts and Technology. In effect, therefore, the campus will have two constituent colleges: a university college and a College of Applied Arts and Technology.

This Committee should be aware of the planning that has gone into the kind of educational facilities which the new campus will be able to provide. Compared with our present limited physical

plant, the new building in which our program will be developed represents a significant step forward. Working very closely with the North Bay Teachers' College, we have planned a sharing of all the instructional space in one wing of the complex building. We will be using the same laboratories, classrooms, and seminar rooms. The furniture in these rooms will be standardized, and the laboratories and specialized instruction areas will be fully supplied with up-to-date equipment. Taken as a whole, our shared physical plant will compare favourably with any of the newer universities in Ontario, an important advantage which Nipissing College has not enjoyed until now.

Besides the instructional areas, our administrative and academic offices have also been planned jointly with the North Bay Teachers' College. We have common faculty and student lounges, common washrooms, mimeograph facilities, reception areas, and a safety vault for the storage of academic records. The facilities have been planned in such a way that there will be a minimum of confusion once the two colleges are integrated.

The shared facilities with Teachers' College, however, do not constitute our total instructional resources. Within the new complex, our students will also have access to certain facilities which will be shared with the College of Applied Arts and Technology. Many services which we, as a small liberal arts college could not hope to supply, will now be available to our students. The new campus

will have residential accommodation for 300 out-of-town students, there will be a modern cafeteria on campus, and a large gymnasium. These student services result from the fact that the university college will share them with the College of Applied Arts and Technology.

I am sure that I need not emphasize to this Committee the economic advantages inherent in such a sharing of facilities.

In addition to the services that I have just listed, the students of the university college will also have access to a shared library and lecture theatres, both of which will substantially enhance our academic program.

The important feature of our new surroundings is that we will not need to increase the scale of our operation in order to ensure academic quality. We expect to continue our rather modest rate of growth; we do not anticipate developing quickly into a large university; we plan to concentrate on providing a limited program in which quality is the main ingredient.

At the same time, our presence in the new context, carries some other implications. Thus far I have described our physical plant using only a very restricted perimeter. It must be remembered, however, that our college will occupy the same building as the College of Applied Arts and Technology, and that the latter will have various facilities which could also be used by the university college. To take one instance, the College of Applied Arts and

Technology is building a series of specialized science laboratories as follows: general chemistry, microbiology, biochemistry, and physics. The financial outlay for these laboratories, as you will know, is substantial. Were I to appear before this Committee and attempt to convince you that Nipissing College alone should receive funds to build these facilities, I know full well what your answer would be. Under our new arrangements, however, it will be entirely feasible to make use of the laboratories being built for the College of Applied Arts and Technology. Not only that, but it will be possible, I think, to share academic staffs in such cases. The net result will be that the students of the university college will be able to pursue a much wider range of studies despite the smallness of our scale of operation.

What I have said concerning the science laboratories also applies to such facilities as the computer, graphics, and television studios. Courses which require these kinds of equipment could be made available to the students of the university college without large financial outlays, which small enrollments could not justify.

It has probably occurred to the members of this Committee that when Nipissing College begins to function in the new context of the shared campus there will emerge a great potential for educational innovations. We certainly believe this to be the case, and it is this, perhaps more than any other factor, that makes us feel optimistic about the future. As a fledgling university institution

we will be in an excellent position to pioneer new programs and new methods of instruction. We do not have the prestige of tradition behind us, but neither do we have years and years of academic habits to change as we strive to cope with the new realities of our times. On balance, we stand to come out evenly in the highly competitive field which higher education has now become.

What I have been talking about is not something that has already been realized but rather what we hope will be realized in the years to come. We are grateful to this Committee for its support throughout the past in giving Nipissing College an opportunity to get started.

At this time, we need your support more than ever. We need it, in a very real sense, to enable us to realize the potential which we are convinced is inherent in our new role. Dr. Wright is well aware of the steps that need to be taken to ensure that the shared campus in North Bay becomes the kind of facility in which both the university college and the College of Applied Arts and Technology can work effectively towards their respective educational goals.

It is our hope that the Committee on University Affairs will do all it can to urge the Department of Colleges and Universities to act on the recommendations made by Dr. Wright in his capacity as Chairman of the Commission on Post-Secondary Education in Ontario. The construction of the new campus is proceeding on schedule; the date of occupancy is not far off, and there is a great deal of work to be done. The sooner that the recommended administrative structure

is set up, the more time there will be for careful planning and, consequently, the greater will be the chances of success. We hope that the Committee on University Affairs will be instrumental in bringing about the kind of post-secondary institution that I have described to you this afternoon.

If all goes well, perhaps next year at this time, this Committee will see it fit to meet with us in our new surroundings to hear a report on the progress of Nipissing College. Perhaps, also, you will be able to see for yourselves the tangible results of what we have discussed theoretically this afternoon.

Respectfully submitted by

Dr. G. J. Zytaruk, President
Nipissing College
North Bay, Ontario

NIPISSING COLLEGE

REPORT TO THE COMMITTEE ON UNIVERSITY AFFAIRS

Presented by

Dr. George J. Zytaruk, President
Nipissing College
North Bay, Ontario

6 December 1971

NIPISSING COLLEGE

REPORT TO THE COMMITTEE ON UNIVERSITY AFFAIRS

6 December 1971

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Committee on University Affairs:

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to move to new facilities, our teaching staff, and indeed everyone who has been closely associated with the development of Nipissing College, feels a certain amount of regret. Already we hear that the five years in our present building are likely to be the best years of our educational lives. For Dr. Trusler, in particular, and for me (if I may be personal for a moment), the establishment of Nipissing College as we have known it until now will, I am sure, leave a lasting impression. For the institution that we have seen develop represents for us the tangible results of a struggle with adversity, a struggle that we feel has been won.

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Commencing in the fall of 1972, Nipissing College will be sharing a common campus with the College of Applied Arts and Technology in North Bay. By that time, we anticipate that the North Bay Teachers' College will be fully integrated with Nipissing College and that the St. Joseph's School of Nursing will likely be integrated with the College of Applied Arts and Technology. In effect, therefore, the campus will have two constituent colleges: a university college and a College of Applied Arts and Technology.

This Committee should be aware of the planning that has gone into the kind of educational facilities which the new campus will be able to provide. Compared with our present limited physical

plant, the new building in which our program will be developed represents a significant step forward. Working very closely with the North Bay Teachers' College, we have planned a sharing of all the instructional space in one wing of the complex building. We will be using the same laboratories, classrooms, and seminar rooms. The furniture in these rooms will be standardized, and the laboratories and specialized instruction areas will be fully supplied with up-to-date equipment. Taken as a whole, our shared physical plant will compare favourably with any of the newer universities in Ontario, an important advantage which Nipissing College has not enjoyed until now.

Besides the instructional areas, our administrative and academic offices have also been planned jointly with the North Bay Teachers' College. We have common faculty and student lounges, common washrooms, mimeograph facilities, reception areas, and a safety vault for the storage of academic records. The facilities have been planned in such a way that there will be a minimum of confusion once the two colleges are integrated.

The shared facilities with Teachers' College, however, do not constitute our total instructional resources. Within the new complex, our students will also have access to certain facilities which will be shared with the College of Applied Arts and Technology. Many services which we, as a small liberal arts college could not hope to supply, will now be available to our students. The new campus

will have residential accommodation for 300 out-of-town students, there will be a modern cafeteria on campus, and a large gymnasium. These student services result from the fact that the university college will share them with the College of Applied Arts and Technology.

I am sure that I need not emphasize to this Committee the economic advantages inherent in such a sharing of facilities.

In addition to the services that I have just listed, the students of the university college will also have access to a shared library and lecture theatres, both of which will substantially enhance our academic program.

The important feature of our new surroundings is that we will not need to increase the scale of our operation in order to ensure academic quality. We expect to continue our rather modest rate of growth; we do not anticipate developing quickly into a large university; we plan to concentrate on providing a limited program in which quality is the main ingredient.

At the same time, our presence in the new context, carries some other implications. Thus far I have described our physical plant using only a very restricted perimeter. It must be remembered, however, that our college will occupy the same building as the College of Applied Arts and Technology, and that the latter will have various facilities which could also be used by the university college. To take one instance, the College of Applied Arts and

Technology is building a series of specialized science laboratories as follows: general chemistry, microbiology, biochemistry, and physics. The financial outlay for these laboratories, as you will know, is substantial. Were I to appear before this Committee and attempt to convince you that Nipissing College alone should receive funds to build these facilities, I know full well what your answer would be. Under our new arrangements, however, it will be entirely feasible to make use of the laboratories being built for the College of Applied Arts and Technology. Not only that, but it will be possible, I think, to share academic staffs in such cases. The net result will be that the students of the university college will be able to pursue a much wider range of studies despite the smallness of our scale of operation.

What I have said concerning the science laboratories also applies to such facilities as the computer, graphics, and television studios. Courses which require these kinds of equipment could be made available to the students of the university college without large financial outlays, which small enrollments could not justify.

It has probably occurred to the members of this Committee that when Nipissing College begins to function in the new context of the shared campus there will emerge a great potential for educational innovations. We certainly believe this to be the case, and it is this, perhaps more than any other factor, that makes us feel optimistic about the future. As a fledgling university institution

we will be in an excellent position to pioneer new programs and new methods of instruction. We do not have the prestige of tradition behind us, but neither do we have years and years of academic habits to change as we strive to cope with the new realities of our times. On balance, we stand to come out evenly in the highly competitive field which higher education has now become.

What I have been talking about is not something that has already been realized but rather what we hope will be realized in the years to come. We are grateful to this Committee for its support throughout the past in giving Nipissing College an opportunity to get started.

At this time, we need your support more than ever. We need it, in a very real sense, to enable us to realize the potential which we are convinced is inherent in our new role. Dr. Wright is well aware of the steps that need to be taken to ensure that the shared campus in North Bay becomes the kind of facility in which both the university college and the College of Applied Arts and Technology can work effectively towards their respective educational goals.

It is our hope that the Committee on University Affairs will do all it can to urge the Department of Colleges and Universities to act on the recommendations made by Dr. Wright in his capacity as Chairman of the Commission on Post-Secondary Education in Ontario. The construction of the new campus is proceeding on schedule; the date of occupancy is not far off, and there is a great deal of work to be done. The sooner that the recommended administrative structure

is set up, the more time there will be for careful planning and, consequently, the greater will be the chances of success. We hope that the Committee on University Affairs will be instrumental in bringing about the kind of post-secondary institution that I have described to you this afternoon.

If all goes well, perhaps next year at this time, this Committee will see it fit to meet with us in our new surroundings to hear a report on the progress of Nipissing College. Perhaps, also, you will be able to see for yourselves the tangible results of what we have discussed theoretically this afternoon.

Respectfully submitted by

Dr. G. J. Zytaruk, President
Nipissing College
North Bay, Ontario

NIPISSING COLLEGE

REPORT TO THE COMMITTEE ON UNIVERSITY AFFAIRS

Presented by

Dr. Robert Cassidy, Chairman
Faculty Association
Nipissing College
North Bay, Ontario

6 December 1971

NIPISSING COLLEGE

REPORT TO THE COMMITTEE ON UNIVERSITY AFFAIRS

6 December 1971

Dr. Wright and Members of the
Committee on University Affairs:

The Faculty Association of Nipissing College has written a letter to Dr. Wright, Chairman of the Commission on Post-Secondary Education in Ontario, expressing its appreciation of the Commission's "Draft Report". Our faculty members recognized the difficulties the Commission faced in preparing proposals which had to take into consideration the special character and special responsibilities of each of the four post-secondary institutions presently in North Bay. They also recognized the need for a structure of government which could provide leadership and which could encourage sensible cooperation among the different institutions which will share the one campus.

The present concern of the faculty, and of many of our day students who wish to continue their degree program at Nipissing College, is that decisions upon these proposals may be delayed. The faculty committee on student recruitment has been active, but it is difficult to advertise and promote our College's program (as the Minister of Colleges and Universities has recently suggested all universities should do) if we can only offer prospective students the uncertainties of a "Draft Report".

Similarly, our committee on academic planning which is involved with the planning of possible new courses and with the development of library and other resources required for the College's growth must work in an atmosphere of speculation and uncertainty.

Our faculty recognizes that there will be both opportunities and problems in our new association with other institutions. We would prefer facing those opportunities and problems sooner rather than later. We would appreciate having as much time as possible for practical planning, and such planning is only possible if we have the specific facts which a decision on the Draft Proposal would provide.

Respectfully submitted by

Dr. Robert Cassidy, Chairman
Faculty Association
Nipissing College
North Bay, Ontario

COMMITTEE ON UNIVERSITY AFFAIRS

MINUTES

Minutes of the meeting of the Committee held
on Tuesday, 7th December, 1971, with York
University in the Senate Chamber of York Uni-
versity commencing at 9:15 a.m.

Minute
1838 PRESENT

Dr. D. T. Wright	Chairman
The Honourable L. M. Frost, P.C., Q.C.	
Dr. R. Gerstein	
Dr. P. Grosskurth	
Dr. J. G. Parr	
Dr. R. J. Rossiter	
Mr. H. A. Cotnam	
Mr. J. C. Yen	
Mr. A. P. Gordon	Acting Secretary

1839 YORK UNIVERSITY

The Committee met with representatives from York University comprising the following:

Dr. R. M. MacIntosh, Chairman, Board of Governors
Dr. D. W. Slater, President
Mr. F. S. Chalmers, Chancellor
Mr. A. T. Lambert, Board of Governors
Mr. W. W. Small, Vice-President (Administration)
Mr. J. A. Becker, Assistant Vice-President
Dean G. A. P. Carrothers, Faculty of Environmental Studies
Dean H. S. Crowe, Atkinson College
Dean J. M. Gillies, Faculty of Administrative Studies
Dean J. Heller, Faculty of Fine Arts
Dean G. E. LeDain, Osgoode Hall Law School
Mr. T. F. O'Connell, Director, York Libraries
Dean J. T. Saywell, Faculty of Arts
Dean H. I. Schiff, Faculty of Science
Dean R. J. Storr, Faculty of Graduate Studies
Principal A. V. Tucker, Glendon College
Master G. D. Killam, College "G"
Master C. D. MacNiven, Vanier College
Master D. E. S. Maxwell, Winters College
Master H. Parry, Founders College
Master Virginia Rock, Stong College
Master I. Sowton, Calumet College
Master G. Tatham, McLaughlin College
Professor F. Elkin, Department of Sociology

Professor J. G. Green, Faculty of Fine Arts
Professor W. Grover, Osgoode Hall Law School
Professor D. L. McQueen, Department of Economics
Professor M. Moyer, Faculty of Administrative Studies
Professor A. L. Murray, Faculty of Environmental Studies
Professor T. W. Olson, Division of Social Science
Professor H. O. Pritchard, Department of Chemistry
Professor C. E. Rathe, Department of French Literature
Professor D. Solitar, Department of Mathematics
Professor J. Warkentin, Department of Geography
Professor M. W. Westcott, Department of Psychology
Mr. J. Theobald, Student
Mr. P. McGoey, Student
Mr. M. Fletcher, President, Council of York Student Federation
Mr. P. Johnston, President, Glendon College Student Council
Mr. S. Kimmel, President, Atkinson College Association
Dr. R. B. Haynes, Chairman, Graduate Council
Mr. W. D. Farr, Secretary of the University
Miss E. Hanna, President, Staff Association
Professor M. Gunther, Chairman, Faculty Association
Mr. A. Michalski, Editor, Excalibur Publications
Mr. J. Daw, Editor, Pro tem
Mr. S. Fisher, Director, Information and Publications
Dr. T. K. Olson, Assistant to the President for Academic Affairs

A. Introduction

Following introductions, Dr. Slater commenced discussions by making extensive comments about the contents of the brief. He particularly emphasized the difficulties faced by York in relation to the cost/revenue squeeze in the current year and noted that other sectors of the economy (such as the Federal Civil Service) did not appear to be under similar constraints. Dr. Slater made a number of other comments relating to developments at York and in passing noted that Government policy in relation to graduate education was creating difficulties particularly in the area of new program development. In this context, Dr. Slater made a special plea for the desirability of a Ph.D. program in business administration which, in his opinion, was necessary given the scarcity of such programs in Ontario.

According to Dr. Slater, York University was also very concerned about the implications of the Committee's recommendations in relation to integration of part-time with full-time studies. He noted that the Atkinson program had a long and successful record at York University and that any recommendations which might be made in relation to part-time education should consider the special nature of these programs.

In concluding his remarks, Dr. Slater made a number of comments regarding the planning which was taking place in relation to integration of the Lakeshore Teachers' College with York University.

B. Graduate Education: Planning

Dr. Wright responded to Dr. Slater's comments by noting that the York University brief raised a number of important questions in relation to the direction in which the Ontario system of higher education might evolve. He indicated that the Committee was particularly concerned with the planning of graduate education and stated that there was some question about the appropriateness of the present mechanisms in being able to achieve this end. As an example he noted that while the formula system might be an adequate device for determining the scope and size of undergraduate education, there was serious concern as to whether this "quasi-market" system was appropriate when used in relation to graduate enrolment, especially at the Ph.D. level. Dr. Slater responded that while the definition of parameters in relation to graduate planning was difficult, he felt confident that the problem could be resolved by a reasonable division of responsibility between public and private organizations.

Considerable discussion next ensued on rationalization of graduate education in Ontario. Dr. Rossiter noted that, on the whole, graduate projections were still too high in relation to undergraduate enrolment and enquired whether it might now be desirable to establish some form of quota for graduate studies in Ontario. He further enquired whether it would be desirable to establish a financing agreement which allowed the student to carry the value of the basic income unit to the institution of his choice.

In response to Dr. Grosskurth's question about the proposed size and makeup of graduate enrolment for non-Canadian sources, Dr. Storr stated that caution should be exercised in any attempt to establish a quota for these students. Dr. Gillies added that support should most certainly be given to foreign graduate students, and that the students should be chosen on the basis of quality alone. Dr. Storr noted that many Deans of Graduate Studies were in any case cautious of limiting the number of foreign graduate students and were doing this without explicit quotas.

Dr. Slater summarized this portion of the discussion by stating that considerable efforts should now be

given to an attempt to rationalize graduate education. He stated that a real need existed for some mechanism which would allow an adequate level of support to be established for graduate education and would at the same time be economical to the Province. He added that present policies in relation to graduate education were not producing desirable effects and as an example pointed out that possibly too much attention was being given to Ph.D. programs at the cost of programs at the Master's level.

Dr. MacIntosh again referred to the idea of a possible Provincial quota for graduate education and stated that one drawback to this scheme would be the inevitable conflict which would develop between institutions when an attempt was being made to decide which institution was to get which graduate program. He stated that he was cautious about making further comments about this problem until some consideration had been given to the question of maintenance of existing graduate programs.

Dr. Rossiter noted that in attempting to rationalize graduate education it might be useful to separate the funding of research and teaching costs. Dr. Slater replied that this suggestion made considerable sense and noted that the effect of doing this would be to produce a lower value for the basic income unit.

Dr. Parr referred to the York brief and noted that figures for projected Ph.D. outputs were small in relation to total enrolment in Ph.D. programs. He enquired whether these figures were a reflection of inadequate productivity in Ph.D. studies to which Dr. Slater replied in the negative. Dr. Slater added that because most of York Ph.D. programs were relatively new it was not surprising that they indicated lower degrees of productivity.

Dr. Parr next pointed out that there was some evidence to suggest that many of the Ph.D. programs in Ontario were producing graduates with somewhat inadequate training for the academic life. He enquired whether York University perceived any problem in its Ph.D. programs related to this question. Dr. Saywell replied that York University was now including considerable amounts of inter-discipline work in its Ph.D. programs and thereby hoped to overcome some of the difficulties of an overly rigid focus.

In response to a question from Dr. Schiff regarding the possibility of b.i.u. support for post-doctoral study, Dr. Rossiter stated that the Committee had given some consideration to this problem but could not at present make a clear statement.

Dr. Wright concluded this portion of the discussion by stating that the Committee continued to be concerned about problems of development in graduate education and noted that there was considerable need for innovation in this respect. Dr. Slater replied that York was most anxious to receive assurance that the Government would continue to give adequate financial support to graduate education so that universities might indeed be in a position to be able to innovate.

C. University-Government Relationship

Dr. Gillies initiated a discussion on the university-government relationship and enquired whether universities could remain "free" given the ability of the Minister of Colleges and Universities to make decisions relating to higher education. Dr. Wright replied that since universities were now almost completely dependent on public resources for their existence it was not realistic for the universities to expect that the Government would not ask for some measure of accountability for the use of these resources. He further stated that the key problem in the university-government relationship was to find some mechanism which would allow the universities to maintain an appropriate degree of freedom while at the same time being accountable to the public through elected officials. Considerable discussion ensued on the question of independence of universities during which it was noted that while universities were completely at liberty to initiate any new programs which they wanted, it was not the obligation of the Government to give financial support to these programs unless they were fully approved.

The discussion next turned to the role of the Committee on University Affairs as a buffer between universities and the Government. In this context it was pointed out that the Committee was an advisory body with the responsibility for making recommendations to the Minister on matters relating to higher education. One member of the York University delegation expressed concern about the degree to which the Committee was representative of, and responsive to the interests involved in higher education and noted that this question was of great importance considering the fact that the Committee was pivotal in the decision-making process related to problems of higher education in Ontario. Dr. Wright replied that the Committee was not only representative of interests in higher education (because of the academic background of many of its members) but was also responsive to other interests due to its method of operation. In this connection, he pointed out that the Committee now held public meetings and published open documents which was a situation in considerable contrast to the previous decision-making

process which emphasized closed meetings and privacy of documents.

Dr. Gillies concluded this portion of the discussion by making a general plea for the desirability of maintaining the independence of the universities.

D. Teacher Education

Dr. Slater commenced a discussion on integration of the Lakeshore Teachers' College with York University by describing general developments which had taken place at York. Dr. Saywell stated that since education programs were more of a "public" function it was his opinion that they should be well financed by the Government. Some discussion ensued about the details of the plan for integration during which it was mentioned that permanent faculty appointments would be made on an individual basis. It was also mentioned that full integration would take place within two to three years and that York University would not operate any programs at the Lakeshore facility but would transfer all operations to the York University Keele Street campus.

E. Integration of Part-time and Full-time Studies

Dr. Wright next initiated a discussion on integration of part-time and full-time studies by noting that up to 1967, part-time studies were not well integrated into the general university function. Since that time, part-time education had become the focus of more attention and now deserved a thorough consideration.

Dr. Wright next noted that because of the concern of the Committee for part-time studies, a draft proposal had been prepared to stimulate the discussion of problems related to part-time education. He reminded the York delegation that the "Criteria for Integration of Part-time Studies with Full-time Studies" was only a "draft" and "advisory" in nature, and was not a firm statement of policy on the part of the Government. He added that the Committee hoped to prepare a set of final recommendations for the Minister's consideration early in January, 1972.

Dr. Slater replied that the "draft" was unsatisfactory as it presently stood and needed to be revised so that the Atkinson program would not be jeopardized. He stated that a clear set of priorities had of necessity to be determined externally (by the Government) before the universities were capable of making decisions on internal allocation of resources. He acknowledged that while decisions relating to internal university matters were in the hands of the universities it still remained

the case that internal decision-making was at least partially influenced by external criteria. Dr. Crowe continued the discussion by noting that it would have been desirable had the universities been consulted about the proposed "criteria" before they were announced. He expressed concern that the "criteria" did not take into account the needs of the part-time student who was likely not able to attend classes during the day but who would now be in competition for scarce places with full-time students who could attend either during the day or in the evening. In response to a question from Mr. Frost regarding the kinds of programs York University wanted for part-time students, Dr. Slater stated that it was his opinion that the Province should allow for two or three different approaches when planning accessibility to higher education for part-time students.

In response to a question from Mr. Gordon regarding the necessity of a "letter of permission" before a part-time student could enrol in a day course, Dr. Slater stated that this arrangement was only an administrative procedure serving a strictly organizational function.

Mr. Kimmel then outlined the role of the Atkinson student at York University and pointed out that it was his opinion that the present arrangements for Atkinson students were quite satisfactory in serving the needs of these students. He also pointed out that the present "criteria" for integration of part-time with full-time studies would not be in the interests of the part-time student because of the danger of "overload" in evening courses. Dr. Crowe re-affirmed the above points and stated that York University would continue to be committed to separate faculties for the education of part-time and full-time students.

Dr. Rossiter concluded this portion of the discussion by noting that it had always been the intention of the Committee on University Affairs to improve the relative position of the part-time student with the full-time student and that the motive underlying the drafting of the "criteria" was meant to serve this end. He stated that no threat to part-time students was implied in the "criteria" and that it was his opinion that York was capable of serving the needs of the part-time students through its present organizational structure.

F. General

Dr. Slater made a few concluding remarks during which he pointed out that York was now progressing well in its development of the bilingual program at Glendon. He stated that the real question at Glendon was the problem

of securing adequate financial support for the costs of bilingual education and noted that York would present its proposal to the Committee regarding this matter. He also stated that it might now be useful to begin a consideration of the role of continuing education in Ontario and whether a commitment could reasonably be made for this purpose. It was his opinion that while continuing education had up to this point been a private commitment there was now considerable evidence to suggest that the public interests might indeed have been served - in which case there should be a financial recognition of the service.

Dr. MacIntosh stated that the morning's discussions had been fruitful and noted that the ends were not in dispute but only the means. He noted that Dr. Wright would likely soon leave the Committee and commended him for establishing the excellent machinery which had been successfully used for the reconciliation of university and Government interests.

The delegation withdrew at 12:15 p.m.

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Chairman

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Secretary

COMMITTEE ON UNIVERSITY AFFAIRS

MINUTES

Minutes of the meeting of the Committee held on Tuesday, 7th December, 1971, with Lakehead University in the Senate Chamber, York University, commencing at 1:35 p.m.

Minute
1840 PRESENT

Dr. D. T. Wright Chairman
The Honourable L. M. Frost, P.C., Q.C.
Dr. R. Gerstein
Dr. P. Grosskurth
Dr. J. G. Parr
Dr. R. J. Rossiter

Mr. H. A. Cotnam
Mr. J. C. Yen

Mr. A. P. Gordon Acting Secretary

1841 LAKEHEAD UNIVERSITY

The Committee met with representatives of Lakehead University comprising the following:

Dr. W. G. Tamblyn, President
Dr. W. D. R. Eldon, Vice-President
Mr. G. Thompson, Comptroller
Dr. G. Fleming, School of Engineering

A. Introduction

Following introductions, Dr. Tamblyn distributed a copy of introductory remarks to the Committee members (attached) and went on to read portions of this paper. He then noted that the Minister of Colleges and Universities had apparently given Lakehead three explicit goals to pursue, these being (1) to cut costs, (2) to innovate and (3) to increase enrolment. Dr. Tamblyn stated that with respect to the first goal, Lakehead had achieved a measure of success. With respect to the second goal he noted that he believed the Minister now understood that innovation often meant an additional financial commitment. With respect to the last goal, he noted that some serious questions remained to be answered and these were: (a) what is the role of a university

in Northern Ontario? (b) should a northern university compete for enrolment with southern universities? and, (c) should Lakehead become more heavily committed to a public relations effort thereby hoping to secure greater enrolment?

Dr. Tamblyn further added that the shortfall in enrolment in the current year was probably caused by a reduced proportion of students coming to the university from areas which lay outside the immediate Lakehead vicinity.

B. Academic Development

1. General

In response to a question from Dr. Wright, Dr. Eldon proceeded to outline some of the features of recent academic developments at Lakehead. He specifically noted that Lakehead was presently most concerned about developing some form of appropriate core curriculum to serve the needs of the institution. In passing, Dr. Eldon noted that the development of a core curriculum was not an easy task since most faculty members tended to believe that their particular area of interest should be part of this "core". Nevertheless, some progress was being made and the institution had even been successful in reducing the number of faculty members in some discipline areas. Dr. Eldon pointed out that the general exercise of program review was most valuable to the University in terms of planning for the future.

2. Engineering Conversion Programs

Dr. Parr initiated a discussion on the proposed new conversion program in engineering. He stated that Lakehead could benefit by taking into account the work of the Council of Deans of Engineering which was presently attempting to establish some guidelines for the orderly development of engineering education in Ontario. Dr. Wright referred to the formula weights which were proposed for the conversion program and noted that while a 1.2 weight for the diploma students was not an unreasonable request, it was not necessarily the lowest estimate of revenue requirements especially since Ryerson Polytechnical Institute could offer similar programs at a lower level of support. Dr. Wright next enquired whether a reasonable demand could be expected for the new conversion program in engineering, to which Dr. Fleming replied that demand was not perceived to be a problem provided that the Lakehead program was not

undercut by other programs. Dr. Wright further noted that it might be useful to think about the degree to which the conversion program could be adapted to meet the needs of immigrant students who might wish to upgrade their qualifications. Dr. Fleming replied that certain details regarding the above points needed yet to be worked out although the general principles appeared to be sound.

Dr. Rossiter enquired as to what the attitude of the Lakehead delegation would be to a financial scheme which allocated funds to universities on the basis of enrolment in the year previous. Dr. Tamblyn replied that this arrangement would simplify life at least for the administrators.

3. Program Development

Dr. Rossiter noted the general need to give serious thought to some retrenchment and restructuring of existing academic programs and enquired whether Lakehead perceived major problems of implementation in the event that hard decisions had to be taken in relation to these matters. Dr. Tamblyn replied that any restructuring or retrenchment would undoubtedly be difficult with the added problem that if the University were to reduce or restructure its present range of programs, it might not be able to draw adequate numbers of students to its programs in future years.

Dr. Gerstein initiated a discussion on recent reductions in faculty at Lakehead and enquired about the details of these reductions. Dr. Tamblyn replied that these decisions were extremely difficult for Lakehead to make and that Lakehead was doing all it could, to find new appointments for these people. He further stated that all the faculty which had been let go were persons with single term appointments only.

Dr. Grosskurth noted that the Minister of Colleges and Universities had requested Lakehead University to increase enrolments and enquired as to how the Minister proposed to achieve this. Dr. Tamblyn replied that the Minister had suggested that one approach would be to limit enrolment in southern universities and that another suggestion was to transport students to the University from outside its present geographic boundary. Dr. Grosskurth added that it appeared to be contradictory to require an institution to innovate and yet at the same time to cut costs.

Some discussion next ensued on problems of developing institutions in Northern Ontario. The point was made that Northern Ontario was not capable of retaining the most capable members of its population nor was it able to attract capable new people from the south. Dr. Parr however noted that in recent years the above situation had improved at least in part, whereby the north had now become much more attractive to numbers of younger people.

In concluding this portion of the discussion, Dr. Wright noted that the Lakehead mission was at present to keep a firm control on costs while at the same time offering programs of unique nature to its students. He stated that the Committee had been encouraged particularly by new program developments at Lakehead in the past few years and as an example of this kind of development he pointed to the successful program in forestry. Dr. Rossiter affirming the above points enquired, however, whether Lakehead had given adequate consideration to its proposal for a new program in music, given the high costs of this kind of offering.

In response to a question from Mr. Frost regarding the advisability of separating the operation of the college of applied arts and technology from the university operation, Dr. Tamblyn indicated that it was Lakehead's opinion that this had not been a wise decision.

C. Part-time Education

Dr. Rossiter next enquired about details of operating part-time and extension courses at Lakehead. Dr. Tamblyn outlined some of the main features of Lakehead's part-time and extension programs and noted that Lakehead had concentrated on taking these programs to communities surrounding the Lakehead as opposed to encouraging students to come to the campus. Considerable discussion ensued on extension and part-time studies during which Dr. Wright noted that the Committee was most encouraged by the trends taking place at Lakehead. He stated that these developments were particularly noteworthy since the tendency was most often to encourage students to come to the campus as opposed to delivering educational services to the students. He further suggested that it would be desirable to offer some form of incentive to encourage this kind of development and noted that it might be feasible for the Government to subsidize the costs of faculty travel involved.

D. Support to Emerging Institutions

Dr. Wright next referred to the introductory paper given to the Committee members (at the beginning of the meeting) and the question regarding future arrangements to be made for emerging support. He stated that it would probably be safe to assume that the arrangements made for 1971-72 would also be extended to future years. This arrangement would then again base emerging support on actual enrolments as opposed to basing grants on a time scale.

Dr. Wright thanked the Lakehead delegation for their presentation and noted that the Committee was encouraged about the decisions taken at Lakehead in addressing the proliferation of programs.

The lakehead delegation withdrew at 3:05 p.m.

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Chairman.

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Secretary.

President's Statement
to the
Committee on University Affairs

7 December, 1971

Mr. Chairman,
Members of the Committee on University Affairs,
[Ladies and] Gentlemen:

As in previous years, our Brief discusses some of the major concerns with which Lakehead University is faced at the present time. The short-fall from projected levels of enrolment has forced us to re-examine our future development and has created financial difficulties for both the short and longer terms. We have recently been informed by the Department of Colleges and Universities that some extra financial support will be provided for the current year. We have not been informed as to whether these extra funds are an ad hoc arrangement for this year only, or whether a revised policy on emergent grants, reflecting the actual enrolment in any given year rather than projected enrolment, will be instituted. The University requires clarification on this point before it can realistically plan for future years.

Whereas larger institutions can afford to fund new and experimental programs and courses, in a small, developing university the natural reaction to financial constraints and uncertainty is to consolidate what already exists and to shun what is unproven. To borrow a phrase from another sphere, there is a serious lack of "risk capital". We have attempted to overcome this natural tendency - the engineering conversion program described in the Brief is, we believe, a challenging example of a new program designed to meet a very real need. Given our circumstances, it now rests with the government to allow us to proceed, with special funding, or to force us to retreat. In a sense, I suppose, we are asking the government to have the courage of our convictions.

Other matters which we have raised in the Brief, and which we expect will be pursued further in the course of this meeting, include special funding for our off-campus program and an increased operating formula weight for our technology programs.

I would like to devote the remainder of my opening remarks this afternoon to those aspects and features of Lakehead University which reflect its individuality as an institution of post-secondary education within the provincial system.

For the benefit of the newer members of the Committee on University Affairs, it would perhaps be beneficial to briefly sketch the history of our university. When the Lakehead Technical Institute was established by the Ontario Department of Education in 1948, it offered two-year programs leading to diplomas in Forest Technology and Mining Technology, along with first-year courses in Arts and Applied Science. A program for part-time students was also established. Additional programs were developed as the enrolment increased.

In 1957, the Lakehead Technical Institute became the Lakehead College of Arts, Science and Technology. By the time the College, in turn, became Lakehead University in 1965, the tradition of combining diploma and degree programs in the one institution was firmly established. We have found that there are academic as well as financial advantages to offering specialized programs at both the degree and the diploma levels within a single discipline. The close cooperation between the theorist and the technologist which is essential in industry can be firmly established at the University level, where each develops an understanding of and appreciation for his associate's role. A major difficulty encountered in attempting to establish professional programs in North-western Ontario was to assemble a sufficiently large student body in order to justify the major investment in specialized faculty and facilities. Lakehead University has been able to bring together a large student body and provide a qualified staff and excellent facilities only by offering both degree and diploma programs.

Even with the establishment of the neighbouring College of Applied Arts and Technology in 1967, the provincial government, recognizing the special circumstances of a sparse and scattered population, of economic underdevelopment, and of remoteness which apply in Northwestern Ontario, agreed that Lakehead University should continue its established and unique practice of providing both diploma and degree-level programs in business administration, engineering and forestry.

In other areas, too, Lakehead University has shown its willingness to develop innovative programs designed to satisfy the post-secondary educational requirements of students from our own region as well as from other regions in the province. We were the first institution in Canada to offer a two-year diploma program for library technologists. Graduates from this program have been well received in libraries of various types, and the program itself is now being offered by a number of other institutions. We were the first university in Ontario to incorporate a Teachers' College as a Faculty of Education. We are the only university in Ontario to offer a four-year concurrent education program leading to joint degrees in Arts or Science and Education. Our Education Faculty is, we believe, more integrated into the University than any other in the province.

Our off-campus program is one of the most extensive in Ontario. Our faculty travel tens of thousands of miles each year to offer a variety of university credit courses within a 400 mile radius of our Thunder Bay campus. We hope, with special government assistance, to extend this regional program even farther.

Years of cooperation with the Lakehead Regional School of Nursing has culminated with that institution building its new facility on our campus. In addition to first-year Regional School students taking their courses in the University, all diploma nursing students will be able to make use of existing University facilities, particularly in the area of student services.

During the current year we have introduced a new four-year program, in conjunction with Confederation College, which leads to a B.A. in English with a Special Diploma in Theatre Arts. Students take their first, second and fourth years at the University, following the requirements of an English major, electing courses in the special area of Drama and Dramatic and Visual Media. During their third year, students study theatre arts at the College. Cooperation with Confederation College is most pronounced in the academic and student support areas. Joint library utilization, an integrated athletic program, and close cooperation in areas such as printing are continuing to develop. Of most recent interest is a feasibility study, just completed, which recommends the establishment of a regional educational computer centre to serve the computing needs of the University, College, and Board of Education.

During its seven years, the University has become the focal point for cultural activities in Northwestern Ontario. We were instrumental in the establishment and continued existence of the Lakehead Symphony Orchestra. Our facilities are the centre for dramatic productions and art exhibits.

We trust that the contents of our Brief and our comments here today will provide the members of the Committee with a broader understanding of Lakehead University and its immediate and long-term concerns.

Thank you.

Dr. W. G. Tamlyn
President
Lakehead University
Thunder Bay, Ontario

COMMITTEE ON UNIVERSITY AFFAIRS

MINUTES

Minutes of the meeting of the Committee held
on Monday, 13th December, 1971, in the Board
Room of the Committee on University Affairs
commencing at 9:00 a.m.

Minute

1842 PRESENT

Dr. D. T. Wright	Chairman
Mr. P. Beatty	
Mr. W. Dodge	
The Honourable L. M. Frost, P.C., Q.C.	
Dr. R. Gerstein	
Dr. P. Grosskurth	
Dr. M. J. Lavigne	
Mr. R. W. Mitchell, Q.C.	
Dr. S. Ostry	
Dr. J. G. Parr	
Dr. R. J. Rossiter	
Mr. N. A. Sisco	
Mr. H. A. Cotnam	
Mr. J. C. Yen	
Mr. H. H. Walker	Secretary
Mr. A. P. Gordon	
Mr. L. M. Johnston	
Mr. J. D. McCullough	

1843 COMMITTEE ON UNIVERSITY AFFAIRS BUSINESS

Dr. Wright commenced the discussion by stating that, notwithstanding the announcement of his new appointment, he would continue to be an active member of the Committee on University Affairs until the Committee had concluded its present cycle of meetings. He then invited Mr. Johnson to speak about the financial support program for Ryerson Polytechnical Institute. Mr. Johnston outlined the main features of the Ryerson financial support program and in particular noted that although a formula was at least partially used to determine the operating income for Ryerson, it still remained the case that budget review on a line-by-line basis was the principal means of determining funds to be allocated to the institution. Some discussion ensued on this subject matter during which Dr. Wright noted that one of the reasons for the lower formula weight given to Ryerson was the fact that unlike universities, Ryerson did not receive funds for research purposes. Mr. Gordon added that Ryerson also received a smaller weight than the colleges of applied arts and technology, the principal reason being that there was no factor given to

Ryerson for emerging status.

Mr. Johnston noted that were Ryerson to count its extension students on the same basis as the universities and the colleges, it would receive considerably more income. As the situation stood at present, the extension programs at Ryerson were completely self-supporting.

Discussion next commenced on degree-granting powers at Ryerson. In this context, Dr. Wright noted that although Ryerson was not a university in the traditional sense, they now granted a degree of Bachelor of Technology and a degree of Bachelor of Applied Arts.

1844

RYERSON POLYTECHNICAL INSTITUTE

The Committee met with a delegation from Ryerson Polytechnical Institute comprising the following:

Mr. R. G. Reid, Chairman, Board of Governors
Mr. D. L. Mordell, President
Dr. G. Korey, Vice-President (Administration)
and Dean of Business Division
Mr. A. Sauro, Dean of Applied Arts Division
Mr. P. Kerr, President of Faculty Association
Mr. M. Walton, President of Students Union and
Member, Board of Governors
Mr. J. Rowsome, Student Member, Board of Governors
Mr. R. Robins, Special Services

A. Introduction and General

Following introductions, Mr. Mordell noted that since this was the first opportunity which Ryerson had had to meet with the Committee, it would probably be useful at this time to discuss the basic operating philosophy of the Institute. In this context he stated that Ryerson was fully committed to the view that unless knowledge was applied it was not worth pursuing. He further stated that Ryerson saw a great challenge in education following this pattern and that they would do their best to meet this challenge. One condition of meeting this challenge, he noted, was that Ryerson would have to continue to improve and innovate at all levels, and in fact had done this already to a degree. He pointed out the attempt to introduce a multi-semester system at Ryerson as an example of this kind of innovation.

In response to a question from Dr. Parr regarding planned program changes, Mr. Mordell stated that Ryerson intended to give considerable attention to revising a number of existing programs but did not plan to revise those programs which it considered to be successful. He also noted that Ryerson was giving thought to establishing a new co-operative program in Business and Technology which

would involve a combination of three years to be spent in classroom work and another three years to be spent in a work environment.

Mr. Frost next enquired about the role that Ryerson hoped to fill as an institution which was neither fully a university nor a college. Mr. Mordell replied that Ryerson hoped to evolve into an institution which would offer programs with the same intellectual content as universities yet which would also allow the student to use this content in an applied sense. He further stated that Ryerson might in future become a model for the other colleges to follow.

Discussion then ensued on the extent to which the Ryerson enterprise was analogous to a university. In this context Dr. Rossiter noted that if Ryerson was indeed to consider itself a university, it was by definition a small university since its enrolment in degree courses was relatively small. Mr. Mordell noted Dr. Rossiter's point but also stated that Ryerson planned to convert most of its programs to the degree-granting level. Dr. Rossiter replied that Ryerson might have difficulty in justifying the granting of degrees to all its students.

Mr. Walton next pointed out that the real aim of Ryerson was to offer a third alternative to the student who wished to go to university but who wanted training in an applied field. This, in his opinion, was the unique role of Ryerson.

B. Graduate Work and Research

Dr. Gerstein initiated a discussion on the role of Ryerson as an institution primarily concerned with teaching the application of knowledge and enquired as to how Ryerson hoped to overcome the pressure toward more emphasis upon research activity. She noted that since Ryerson appeared to identify itself at least partly in the university mould, it was to be expected that these pressures toward research activity would become greater. Mr. Mordell acknowledged the above problem and stated that while Ryerson was indeed interested in "research", the organizational structure devised to accommodate this aim would prevent the utilization of general revenues for research purposes. He then proceeded to outline the general features of the Applied Research Centre which had been established for the prime purpose of conducting mission-oriented research, and specifically pointed out the work conducted on a contract basis in relation to problems of medical instrumentation and applied statistics.

Dr. Parr next enquired whether the possibility existed that faculty at Ryerson might become interested in conducting course work at the Ph.D. level. Mr. Mordell

replied that it was possible that a real need existed for work which was broadly interdisciplinary and applied in nature, but that this possibility needed further study. He stated that he would like to reserve the right to perhaps come before the Committee sometime in the future, if indeed it could be demonstrated that a need existed for this kind of work. He suggested that a Doctor of Engineering might be an appropriate model for future consideration.

Dr. Wright noted that Ryerson had requested an additional 20 per cent increase in its formula income and enquired whether these funds would be intended for general research purposes. Mr. Mordell replied that these funds were intended to be used for experimentation and innovation. One such use would be for experimentation with educational television.

C. Transfer Privileges

Discussion next turned to the problem of transferability for Ryerson students. In this context, Mr. Mordell pointed out that Ryerson students experienced considerable difficulty in obtaining credit for work done at Ryerson when applying for admission to many Canadian universities. He noted that Carleton University particularly was unwilling to grant credits beyond the grade 13 level for Ryerson course work in journalism, while many American universities showed no hesitancy in granting credit at up to and including the B.A. level. Considerable discussion took place on the comparability of Ryerson programs with university programs. Mr. Walton pointed out the example of journalism courses which were of practical nature at Ryerson but which were "theoretical" at Carleton. Mr. Reid made the general point that the focus at all Ryerson programs was to thread a line between abstract and pragmatic work with emphasis on the latter.

A discussion then turned to a consideration of the degree syndrome during which Mr. Reid pointed out that the pressure toward ever-higher educational qualifications came from society in general. Dr. Wright acknowledged Mr. Reid's point but noted that a large measure of irrationality was evident on the part of the job market which utilized the certification process as a selection mechanism. He stated that the situation had, of necessity, to be redressed since many capable people were prevented from doing work they were capable of on entirely artificial grounds. Mr. Frost expressed concern about these general trends and noted that the danger existed that the colleges of applied arts and technology would next request powers for degree granting status.

D. Student Housing

Mr. Dodge initiated a discussion on student housing needs and asked Mr. Walton to describe the Ryerson experience to date with respect to the Neill-Wycik College. Mr. Walton responded by noting that the Neill-Wycik College was in general a successful experiment at Ryerson and that it provided a focal point for the whole institution. He also stated that the College was important in that it offered many personal services to students which were previously not available at Ryerson. Mr. Mordell added that the request for the development of a new residence was also important from the point of view that Ryerson now received an ever greater proportion of its students from outside the Metropolitan Toronto area and that the present proportion of non-Toronto area students was 50 per cent of total enrolment.

Extensive discussion ensued on the desirability of building an additional residence for Ryerson during which Mr. Dodge noted that it might be useful to consider building an addition to the Neill-Wycik College since this College was shown to be so important in terms of providing a focus for Ryerson. Mr. Beatty noted that there had been a number of criticisms concerning the operation of the College, these being (1) that housekeeping was not up to requirements, (2) that rooms were small, (3) that costs of maintenance were too great, and (4) that the prime reason for the popularity of the College was that it was in close proximity to Ryerson. Mr. Walton acknowledged the above points but noted that the problems experienced by Neill-Wycik College were no different from problems experienced by other university residences. In response to a question from Mr. Frost regarding the availability of land for the purpose of residence construction, Mr. Mordell stated that Ryerson had adequate resources which would last for up to five years.

In response to a question from Dr. Grosskurth regarding the availability of employment for graduates of Ryerson Film and Photographic Arts Program, Mr. Sauro stated that Ryerson expected to find no difficulty in obtaining employment for their graduates.

E. Enrolment

Dr. Parr asked Mr. Mordell to describe Ryerson's experience with enrolment in the current year. Mr. Mordell replied that while forecasts of freshman enrolment were adequate, Ryerson had slightly over-estimated the retention rate for students in upper years. In response to a question from Dr. Rossiter regarding the source of intake for Ryerson from universities, Mr. Robins noted that while a larger number of students did enrol from universities, this source of intake was not really significant.

F. Finance

A discussion next ensued on financial requirements of Ryerson. Mr. Mordell referred to page 7 and page 8 of the "Preliminary Brief to the Department of University Affairs" dated 12th October, 1971, and stated that the basis for this request was outlined in these pages. Mr. Walker enquired about financial requirements for 1971-72 and noted that only four months remained before a new budget cycle was to begin. Mr. Mordell stated that Ryerson would require only limited special financial support for 1971-72 and referred to page 8 of the "Preliminary Brief" for details.

G. Lapp Report

Dr. Wright referred to the Lapp report and the recommendations found therein regarding technology courses at Ryerson and Lakehead University. He enquired about the degree of similarity between these programs and whether Ryerson was in contact with Lakehead regarding this matter. Mr. Mordell replied that Ryerson was indeed in contact with Lakehead and stated that the principle of program transferability had been established between the two institutions.

H. Educational Television

Mr. Beatty enquired about the use of educational television facilities at Ryerson and the degree to which these facilities were utilized outside the Radio and Television Arts Program. Mr. Sauro replied that the use of the ETV facilities was not widespread outside the Radio and Television Arts Program.

I. Tri-semester System

Discussion then commenced on the tri-semester system at Ryerson and the reasons why this experiment was being abandoned. Mr. Sauro noted that Ryerson had begun this experiment on the basis of information which suggested that many students wanted to accelerate their study program but found that this demand in fact would not materialize. He noted that enrolments in the summer semester programs were especially low.

Dr. Wright thanked the Ryerson delegation for their presentation and stated that the Committee would give full consideration to the Ryerson proposal for financial support.

The Ryerson delegation withdrew at 11:45 a.m.

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Chairman

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Secretary

COMMITTEE ON UNIVERSITY AFFAIRS

MINUTES

Minutes of the meeting of the Committee held
on Monday, 13th December, 1971, in the Board
Room of the Committee on University Affairs
commencing at 2:00 p.m.

Minute

1845 PRESENT

Dr. D. T. Wright Chairman

Mr. P. Beatty

Mr. W. Dodge

The Honourable L. M. Frost, P.C., Q.C.

Dr. R. Gerstein

Dr. P. Grosskurth

Dr. M. J. Lavigne

Mr. R. W. Mitchell, Q.C.

Dr. S. Ostry

Dr. R. J. Rossiter

Mr. N. A. Sisco

Mr. H. A. Cotnam

Mr. J. C. Yen

Mr. H. H. Walker

Secretary

Mr. A. P. Gordon

Mr. L. M. Johnston

Mr. J. D. McCullough

Mr. D. J. Ferguson

1846 DISTRIBUTION OF MATERIAL

The following list of documents were presented to the members
of the Committee:

- (1) Committee on Government Productivity: Interim Report Number Three, December, 1971.
- (2) Committee on Government Productivity: Interim Report Number Three, Minister's Reference Material, November 30, 1971.
- (3) Brochure entitled, "The New Structure of Government".
- (4) OCUFA Newsletter, Vol. 5, No. 2, December, 1971.
- (5) University of Ottawa brief to the Committee on University Affairs on Incremental Costs of Bilingualism.

- (6) Report on Higher Education, U.S. Department of Health, Education and Welfare, Frank Newman, Chairman, March, 1971.
- (7) A preliminary brief to the Department of Colleges and Universities, Ryerson Polytechnical Institute, October 12, 1971.

1847 ACCESSIBILITY TO THE COMMITTEE ON UNIVERSITY AFFAIRS

Dr. Wright commenced the discussion by noting that the Committee had received letters from the National Canadianization Committee and the Ontario Provincial Student Councils requesting meetings with the Committee. Dr. Rossiter noted that these letters posed a general problem as to the extent to which the Committee was open to representation by various groups wishing to meet with it. Considerable discussion ensued on the problem of access to the Committee on University Affairs during which it was noted that the authority of the Council of Ontario Universities would be severely undercut were the CUA to receive representation from other groups. Dr. Rossiter stated that this kind of development might not be desirable since the COU was the only executive dealing with the CUA which could be held responsible for actions within universities.

Mr. Beatty next made a strong case for student accessibility to the Committee on University Affairs on the principle that administrators were already well represented through the COU and that faculty was equally well represented by OCUFA. Dr. Wright noted that while Mr. Beatty's argument might in principle be valid, an additional problem which would have to be considered was that the students were not at present organized into a single representative group. As an example of this problem, Dr. Parr noted that graduate students were not presently represented by an existing undergraduate organization.

Dr. Wright suggested that an interim measure which might be taken would be to have some members of the Committee on University Affairs meet informally with representatives of student councils. He indicated that it would also be desirable for the Committee to inform OCUFA that the problem of access to the Committee on University Affairs also concerned their organization and that the possibility existed that this access might not be granted in future years. Dr. Wright stated that one possible solution to the problem of representation for both students and faculty might be a reformed Council of Ontario Universities. Mr. Walker added that it would also be useful to take into account any recommendations made by the Commission on Post-Secondary Education regarding access to the Committee on University Affairs. It was generally agreed that further information was required before the Committee would make

recommendations and it was agreed that no commitments would be made to any organization at this time regarding accessibility to the Committee on University Affairs.

Dr. Wright concluded this portion of the discussion by noting that access to the decision-making process was in any case available since the Committee now held open meetings which could be attended by any or all interested parties. He also noted that representation could be made directly to the Minister of Colleges and Universities and that CUA was only one source of input into the decision-making process relating to problems of higher education.

1848 JANUARY 1972 COMMITTEE ON UNIVERSITY AFFAIRS MEETINGS

A check list draft agenda for the Committee on University Affairs meetings, 3rd and 4th January, 1972, was distributed to members of the Committee. Considerable discussion ensued on the makeup of this check list and Dr. Wright asked members of the Committee to give consideration to additional items they might wish to include to the check list. Some consideration was also given to procedural aspects of the January meetings of the Committee on University Affairs during which it was pointed out that since the volume of material for consideration was great, some thought might have to be given to choosing an order of priorities.

1849 ENROLMENT

Mr. Dodge initiated a discussion on the shortfall in enrolment in the current year and the contention of the Council of Ontario Universities that the Committee on University Affairs and the Department of Colleges and Universities had been responsible for the overly optimistic forecast. Mr. Gordon stated that the Department of Colleges and Universities had full documentation regarding this matter and noted that it was his opinion that responsibility for the forecasts had been at least partly in the hands of the Council of Ontario Universities. Mr. Walker next presented a chronology of the events leading to the recommendations for increasing the forecast by an additional 3,500 freshmen. The summary statement entitled, "Background Information on Enrolment Projections for 1971-72", was then distributed to the members. Dr. Wright stated that it would be useful for the Committee to review this document. It was generally agreed that this matter should be discussed with members of the Council of Ontario Universities at greater length.

1850 GENERAL

Dr. Ostry enquired about the extent to which matters under consideration by the Committee on University Affairs would be

made public. Dr. Wright replied that the Committee was preparing a statistical summary which would be available to the public.

Mr. McCullough was next asked to prepare a revised space cost study for the current year which would be given to each Committee member together with the "Interim Cost Study" which was completed in 1971.

The discussion next turned to recommendations which might be made on behalf of Ryerson Polytechnical Institute. Mr. Johnston observed that while informal discussions with Ryerson had indicated that the Institute might require additional financing in the current year, it now appeared, as a result of the meeting with Ryerson, that these needs would not be as pressing. It was noted that further information was needed to make a decision about the level of support which should be recommended for Ryerson for 1971-72 and it was agreed that this information would be sought informally. It was also agreed that some thought had to be given to reconsidering the basis of support for Ryerson on a longer term basis.

The meeting adjourned at 4:40 p.m.

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Chairman.

.....
Secretary.

COMMITTEE ON UNIVERSITY AFFAIRS

MINUTES

Minutes of the meeting of the Committee held
on Tuesday, 14th December, 1971, with the
Council of Ontario Universities, in the Humber
Room, Macdonald Block, commencing at 9:00 a.m.

Minute

1851 PRESENT

Dr. D. T. Wright	Chairman
Mr. P. Beatty	
Mr. W. Dodge	
The Honourable L. M. Frost, P.C., Q.C.	
Dr. R. Gerstein	
Dr. P. Grosskurth	
Mr. J. O'N. Hughes	
Dr. M. J. Lavigne	
Dr. S. Ostry	
Dr. J. G. Parr	
Dr. R. J. Rossiter	
Mr. N. A. Sisco	
Mr. H. A. Cotnam	
Mr. J. C. Yen	
Mr. H. H. Walker	Secretary
Mr. A. P. Gordon	
Mr. L. M. Johnston	
Mr. J. D. McCullough	

1852 COUNCIL OF ONTARIO UNIVERSITIES

The Committee met with representatives from the Council of Ontario Universities comprising the following:

Brock - Dr. A. J. Earp, Acting President
Professor B. W. Thompson, Department of Geography

Carleton - Dr. A. D. Dunton, President
Professor J. M. Holmes, Chairman,
Department of Chemistry

Guelph - Dr. W. C. Winegard, President
Professor E. P. Benson, Department of English Language and Literature

Lakehead - Dr. W. G. Tamblyn, President

Laurentian - Professor D. H. Williamson, Associate Dean (Science) and Director,
Department of Geology

McMaster - Dr. H. G. Thode, President
Professor R. C. McIvor, Department of Economics

Ottawa - Dr. R. Guindon, O.M.I., Rector
Professor M. Patry, Faculty of Social Sciences

Queen's - Dr. J. J. Deutsch, Principal
Professor M. Sayer, Department of Physics

Toronto - Mr. J. H. Sword, Acting President
Professor K. Yates, Department of Chemistry

Trent - Professor T. H. B. Symons, President
Professor S. F. Gallagher, Department of
English Literature

Waterloo - Dr. B. C. Matthews, President
Professor J. C. Gray, Department of English

Western - Dr. D. C. Williams, President (Chairman COU)
Professor T. J. Collins, Department of English

Windsor - Dr. J. F. Leddy, President
Professor L. Smedick, Department of English

York - Dr. D. W. Slater, President
Professor H. Adelman, Department of Philosophy

Dr. J. B. Macdonald, Executive Director
Dr. M. A. Preston, Executive Vice-Chairman, Advisory
Committee on Academic Planning
Mr. B. L. Hansen, Director of Research
Mr. G. G. Clarke, Secretary and Research Associate
Mr. J. Butcher, Assistant Secretary

A. Introduction

Following introductions, Mr. Sword made a number of opening comments about the contents of the brief "Graduate Enrollment in Relation to Requirements for Academic Staff in Ontario Universities" and noted that planning in relation to graduate education involved consideration of a number of broader issues aside from that of supplying academic staff to Ontario universities. Dr. Deutsch proceeded to outline some of the issues and noted that it would be useful to focus upon four basic policy questions, these being: (1) the extent to which Ontario and Canada should now become more self-reliant in terms of supplying their own academic staff requirements, (2) the extent and level to which the Province wished to educate its academic staff (i.e., should the Ph.D. be the primary qualification?), (3) the degree to which Ontario wished to be self-reliant in research, and (4) the extent to which Ontario wanted a highly skilled work force. Dr. Deutsch suggested

that any decisions which were made in relation to graduate education should attempt to answer these questions as far as was possible. He also noted that short term considerations would not be very useful since these questions could only be dealt with in the long run.

Dr. Williams then noted that once decisions had been made in relation to the broad policy questions discussed in the above, it would then be essential to give some thought to the mechanisms which would allow progress toward the realization of these objectives. Dr. Williams referred to part three of the brief to the Committee which set out the basis for a suggested university government relationship and noted that the central theme of this relationship was that individual choice should preferably be the final determinant of the scope and nature of graduate education to be given in this Province. He referred to the "market place" as an analogy which might be applied to planning in graduate education.

B. Doctoral Employment

Dr. Preston was next asked to outline the COU view of employment prospects for Ph.D. graduates. He referred to Appendix Three of the brief for details of this problem and outlined the main features of this data. Dr. Preston's general conclusion was that the Ph.D. employment problem was not as severe as had been supposed, with a 6 per cent unemployment rate for the whole category.

C. Graduate Education: Planning

Dr. Wright responded to the comments in the above and particularly noted that it was his opinion that the Committee on University Affairs recommendations made in the past decade reflected the priorities suggested by Dr. Deutsch. He further stated that it had been the intention of the Committee recommendations to make Ontario self-sufficient in respect to graduate education and noted that the heavy support that has been given to graduate education reflected this intention.

In reference to Dr. Williams point about the "market place", Dr. Wright noted that the formula financing system was meant to be responsive to social demand and at the same time to be self-regulating. Dr. Wright then went on to note that an examination of past policy recommendations indicated that certain of the assumptions underlying these recommendations might have been naive as applied to graduate enrolment. In particular he noted that there was now serious concern about the extent to which the formula system was "self-regulating"

cent of the new intake of graduate students was of foreign origin. Dr. Slater added that the point which needed re-emphasizing was that the measures used in the past had been relatively blunt in their effect on graduate education. He urged that the time had come for the preparation of a coherent and sensible pattern for future development of graduate education.

F. General

Dr. Ostry next noted that were the Province to realign its assistance of support for graduate education there might be some danger that the system (as proposed by the Council of Ontario Universities) might become unresponsive to students from the lower strata of the socio-economic structure. Dr. Macdonald replied that COU was proposing a non-open door policy to graduate education and that the socio-economic mix of students might indeed be affected. Dr. Ostry noted that careful consideration would have to be given to this problem before a decision could appropriately be taken.

In referring to a question regarding the foreign component in graduate intake, Dr. Rossiter noted that statistical information would be available shortly which would illustrate some of the parameters of this intake. He stated that it would be useful to disaggregate figures for those foreign graduate students who were supported by federally-funded programs from those for students who paid the largest portion of the costs themselves.

Dr. Thode made the general observation that the focus of planning in relation to graduate education in the 1960's was concerned with the acceleration of the rate of growth of graduate studies. He then stated that attention should now be given to qualitative considerations as opposed to the quantitative ones and that decisions should be taken with extreme caution since there was a danger of over-reacting to considerations of a short term period. Dr. Wright acknowledged the concern of the Committee for both quantitative and qualitative considerations in planning graduate education.

G. Enrolment Projections for 1971

Dr. Wright referred to the shortfall in enrolment in 1971-72 and noted that much of the criticism in the press had suggested that the Committee on University Affairs and the Department of Colleges and Universities had been responsible for over-estimating enrolment. Dr. Macdonald replied that any statements made by the Council of Ontario Universities regarding this matter had been made with the intention of pointing out that the forecast

of enrolment was reached through a joint COU/DCU/CUA effort and that the responsibility for over-estimating should have been shared equally by the three agencies. Dr. Wright noted that the Committee on University Affairs and the Department of Colleges and Universities were happy to accept their share of responsibility but would not accept total responsibility. He also pointed out that most of the shortfall in enrolment had resulted from students failing to return to upper years and not from a shortfall in freshman enrolments.

Some discussion ensued on the desirability of reducing antagonisms between the Committee on University Affairs and the Department of Colleges and Universities on the one hand and the Council of Ontario Universities on the other.

Mr. Walker then spoke briefly about the implications of the new structure of Government and outlined the major structural recommendations of the Committee on Government Productivity.

The delegation withdrew at 11:50 a.m.

.....
Chairman

.....
Secretary

COMMITTEE ON UNIVERSITY AFFAIRS

MINUTES

Minutes of the meeting of the Committee held on Tuesday, 14th December, 1971, with Ontario Confederation of University Faculty Associations, in the Board Room of the Committee on University Affairs, commencing at 1:45 p.m.

Minute

1853 PRESENT

	Chairman
Dr. D. T. Wright	Chairman
Mr. P. Beatty	
Mr. W. Dodge	
The Honourable L. M. Frost, P.C., Q.C.	
Dr. R. Gerstein	
Dr. P. Grosskurth	
Mr. J. O'N. Hughes	
Dr. M. J. Lavigne	
Dr. S. Ostry	
Dr. J. G. Parr	
Dr. R. J. Rossiter	
Mr. N. A. Sisco	
Mr. H. A. Cotnam	
Mr. J. C. Yen	

	Secretary
Mr. H. H. Walker	Secretary
Mr. A. P. Gordon	
Mr. L. M. Johnston	

1854 ONTARIO CONFEDERATION OF UNIVERSITY FACULTY ASSOCIATIONS
The Committee met with representatives of the Ontario Confederation of University Faculty Associations comprising the following:

Professor G. I. Clarke, Chairman
Professor C. M. T. Hanly, Executive Vice-Chairman
Professor G. W. Wood, Vice-Chairman
Professor T. W. Olson, Treasurer
Professor B. Hodgins, Executive Member
Professor R. Cook, Executive Member
Dr. P. Weinzweig, Executive Associate
Professor G. W. Bennet, Executive Vice-Chairman Elect

A. Introduction

Following introductions, Dr. Clarke commenced the discussion by drawing attention to the contents of the OCUFA brief and particularly asked that the Committee consider the recommendations found on page six relating to the formula financing system. He also asked the Committee's

special consideration for the recommendations found on pages 14, 16, 21, 24 and section six.

- B. Accessibility to the Committee on University Affairs
Dr. Wright acknowledged Dr. Clarke's comments and noted that a number of organizations had recently asked that they be allowed to meet with the Committee on a similar basis as OCUFA and the Council of Ontario Universities. In view of this development, Dr. Wright noted that it might now be desirable to begin a discussion about the degree to which the Committee should be accessible to organizations representing the interests of specific groups and suggested that there were two alternatives which might be followed. The first of these alternatives was to make the Committee accessible to any and all groups and the second was to make the Committee even less accessible. Dr. Wright noted that if the second of the two alternatives was chosen it would mean that the Committee would no longer be able to meet with OCUFA.

Professor Hanly responded to Dr. Wright's remarks and noted that any decisions which might be taken in relation to the question of accessibility to the Committee should take cognizance of the fact that of all groups found within the university community, the faculty, in all likelihood, was the most important. Following from this premise then, he stated, a fairly strong argument could be mounted for granting an even greater amount of accessibility for OCUFA. He stated that the Council of Ontario Universities was not really an appropriate organization for representing the interests of faculty.

Considerable discussion ensued on the ability of various groups to represent the interests of the university community during which Dr. Rossiter stated that it was his opinion that OCUFA was not wholly representative of university faculty. He also noted that were OCUFA granted an exclusive privilege in representing faculty, this in a sense would mean that the concept of the university as a corporate entity would be weakened. He argued that faculty interest was probably more adequately served through representation on university senates.

Professor Hanly responded to Dr. Rossiter's remarks by stating that it was not possible to give a legalistic guarantee that one organization was more representative of faculty than another organization. He stated that OCUFA would, however, be prepared to re-evaluate its position in relation to the Committee provided that some assurance could be given that institutional autonomy would be respected.

Mr. Beatty noted that the Committee had recently received a request to meet with the Ontario University Students Councils. He stated that it was his opinion that if the Committee were to grant access to OCUFA it therefore seemed logical to grant access to the Students Councils. Mr. Beatty added that it was his opinion that it would be desirable for the Council of Ontario Universities to represent all university interests including the interests of OCUFA and the Students Councils.

The discussion then turned to a consideration of university faculty salary requirements with both Dr. Ostry and Mr. Dodge stating that it might not be appropriate for OCUFA to make representations to the Committee on matters relating to internal allocation of funds. Dr. Ostry particularly noted that it was difficult to comprehend what the Committee could accomplish in relation to the salary objectives of faculty without at the same time jeopardizing university independence. Dr. Clarke replied that it was the intention of OCUFA to make the Committee aware of the salary question since salary levels were so closely related to the general level of operating support.

Extensive discussion again ensued on the problem of faculty representation during which Professor Wood stated that he was not at all certain that the Council of Ontario Universities could legitimately represent the interests of the faculty. Professor Hanly noted that it was questionable whether the recent COU brief adequately expressed the opinions of the faculty and enquired whether the Committee had thought so.

Dr. Wright concluded this portion of the meeting by noting that the discussion had been extremely valuable as background material for any decisions which might in future be taken about the appropriate structure for representation of university interest.

C. Integration of Part-time and Full-time Studies

Dr. Wright referred to page 17 of the OCUFA brief regarding the criteria for integration of part-time and full-time studies and stated that the Committee had prepared these criteria to serve as a basis for discussion. He stated that it had not been the intention of the Committee to impose these criteria on universities without further discussions. Professor Hanly replied that OCUFA was under the impression that the criteria represented a fait accompli but now understood that this was not the case. Mr. Gordon added that the Committee for its part had failed fully to clarify the issue and should now do so. Dr. Rossiter also noted that the question of integration was still under discussion and that the Committee

wished to carry on consultations with the universities. Professor Clarke concluded this portion of the discussion by noting that OCUFA would appreciate a statement of clarification regarding the issue at the earliest opportunity.

D. Academic Planning

Dr. Rossiter next referred to page 22 - 23 of the brief and noted that the Committee was not interested in doing academic planning of the sort indicated but hoped that the universities would do so. He added that the role of the Committee was strictly advisory and that they dealt only with recommendations regarding levels of financial support. He stated that the Committee understood that the Advisory Council on Academic Planning was presently doing much of the planning work in relation to academic work. Professor Clarke noted that he was not aware of any work being conducted by ACAP and questioned the extent to which ACAP was capable of representing the interest of the universities.

Professor Clarke requested that the level of support for emerging institutions be announced earlier in the year. He noted that the emerging institutions needed this information so that they could plan adequately for staff additions.

Dr. Wright concluded the discussions by thanking the OCUFA delegation for their presentation and stated that the Committee would be revising the criteria for integration of part-time and full-time studies.

The delegation withdrew at 4:20 p.m.

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Chairman

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Secretary

COMMITTEE ON UNIVERSITY AFFAIRS

MINUTES

Minutes of the meeting of the Committee held
on Monday, 3rd January, 1972, in the Board
Room of the Committee on University Affairs
commencing at 10:00 a.m.

Minute
1855 PRESENT

Dr. D. T. Wright	Chairman
Mr. P. Beatty	
Mr. W. Dodge	
The Honourable L. M. Frost, P.C., Q.C.	
Dr. R. Gerstein	
Dr. P. Grosskurth	
Mr. J. O'N. Hughes	
Dr. M. J. Lavigne	
Mr. R. W. Mitchell, Q.C.	
Dr. S. Ostry	
Dr. J. G. Parr	
Dr. R. J. Rossiter	
Mr. N. A. Sisco	
Mr. H. A. Cotnam	
Mr. J. C. Yen	
Mr. H. H. Walker	Secretary
Mr. A. P. Gordon	
Mr. L. M. Johnston	
Mr. F. Kidd	
Mr. J. D. McCullough	
Mr. D. J. Ferguson	

1856 GENERAL

Dr. Wright convened the meeting and introduced Mr. Frank Kidd, Director, Operating Support Branch, Department of Colleges and Universities, to the members of the Committee.

Dr. Grosskurth read a letter of resignation and withdrew from the meeting. (No copy of this letter was left with the Secretariat of the Committee.)

Some discussion ensued on Dr. Grosskurth's resignation, after which it was agreed that the members of the Committee were fully confident that the decision-making procedures within the Committee on University Affairs were entirely appropriate and that all members of the Committee remained free and independent with respect to their views relating to matters concerning higher education.

Dr. Wright then referred to the documentation given to the

Committee members and suggested that this information would be valuable in aiding the Committee in forming its recommendations. He referred to the "Analysis and Statistical Summary Respecting Ontario Universities, December 1971" and stated that the contents of this document should be made available to universities and other interested organizations at the earliest opportunity. Mr. Gordon added that some portions in Section A of the document would not be available for public distribution since this information was prepared by the Department on a confidential basis only.

1857 ENROLMENT EXPERIENCE AND PROJECTIONS

A. 1971-72 Experience

Mr. Ferguson referred to the 1971-72 enrolment experience and noted that the shortfall in enrolment from projections totalled 6,500 full-time students. The distribution was as follows:

Freshmen	2,100
Upper Year	3,100
Total Undergraduate	5,200
Graduate	1,300
Total Shortfall	6,500

He then noted that the Department had received the first results of an opinion survey regarding the shortfall and, according to the information which had become available, it appeared that the majority of students who had indicated that they would register in the fall of 1971 - but did not do so - were now in employment. Dr. Wright stated that the members of the Committee would be most interested in receiving complete documentation regarding the study, together with an analysis of the variables considered to be most important in explaining the shortfall phenomenon. As a part of this analysis, it was expected that some work would be conducted to establish the degrees of significance of the various hypotheses. A tentative conclusion which could be offered at this time was that the shortfall appeared primarily to be a social phenomenon.

B. 1972-77 Projections

Dr. Wright noted that at the 2nd January, 1972 meeting of the Joint CUA/COU Subcommittee on Finance: Operating Support, the impression had been gained that the universities were now adopting a new trend in relation to long-term enrolment. He stated that figures submitted as of 1st December, 1971 indicated that the rate of enrolment growth was now anticipated to be somewhat lower than had been the case earlier in the year. It was agreed that the projections based on the 1st December, 1971 submissions would be distributed to the Committee members in

summary form. This information was to be obtained from Mr. B. Hansen at the Council of Ontario Universities.

After some discussion, it was also agreed that the Committee would make no recommendations at this time, in relation to imposing enrolment limitations on larger universities as a means of generating enrolment growth in smaller universities.

1858 PLANNING AND PROGRAMMING

A. Lapp Report

In relation to the Lapp recommendations on undergraduate engineering education, it was agreed that the Committee should acknowledge in principle its agreement with the recommendations.

With respect to engineering education at the graduate level, it was agreed that the Committee would recommend to the Minister that a province-wide quota, rather than individual institutional quotas, be set for enrolment and that the Council of Deans of Engineering together with the Advisory Council on Academic Planning (COU) should be instructed to develop a provincial competition for places for doctoral study.

It was also agreed that the Committee would recommend to the Minister that the recommendations in relation to graduate development in engineering should set the pattern for possible future recommendations with respect to graduate development in other disciplines. The above points were to be communicated to CODE and ACAP at an early date.

B. Laurentian University - Two-Year Program in Engineering

It was agreed to recommend that this program be neither expanded nor contracted at the present time.

C. Lakehead University - Special Conversion Program Leading to a Bachelor of Engineering Science

It was agreed to recommend that Lakehead University should implement a third and fourth year engineering program specifically designed to meet the needs of engineering diploma students from the colleges of applied arts and technology. At the same time, Lakehead University would be requested to terminate its existing two-year engineering program.

D. Engineering Schools

A general recommendation was made that no more engineering schools should be established until 1980.

LUNCHEON

1859 ACKNOWLEDGMENT OF DR. P. GROSSKURTH'S RESIGNATION

Dr. Wright read a letter acknowledging Dr. Grosskurth's resignation. The Committee agreed that the contents of the letter reflected a consensus of opinion among the Committee members.

1860 ESTIMATES FOR 1972-73

Mr. Walker noted that the Department would appreciate receiving at the earliest opportunity the Committee's recommendations with respect to items of expenditure related to the Estimates for 1972-73. It was agreed that the Committee business would be conducted with this priority in mind.

1861 GRADUATE STUDIES

A. Ontario Graduate Fellowships

Dr. Wright noted that the CUA/COU Joint Subcommittee on Goals and Policies for Graduate Development had given considerable attention to devising new means for support of graduate students. He stated that one approach which had received favourable comment was a proposal which would terminate the Ontario Graduate Fellowship Program and replace this program with a system of prestige fellowships.

The Committee agreed to recommend that the OGF program be terminated and that a series of prestige fellowships be offered as a replacement. It was further agreed that those students who did not qualify for a prestige fellowship would be eligible for assistance under the general Ontario Student Awards Program. These arrangements were recommended for implementation for 1973-74, however it was felt that a general announcement should be made within the next six weeks regarding details of this arrangement. It was further agreed that the above general recommendations should be given to the CUA/COU Joint Subcommittee on Goals and Policies for Graduate Development with instructions that the Committee be advised about the most appropriate method for carrying out the details.

B. Embargo on New, Duplicated Programs

It was agreed that some better method would perhaps have to be devised for the purpose of rationalizing requests for new and duplicated graduate programs. No further action was taken on this item.

1862 ENROLMENT CONSIDERATIONS

A. Special Fees for Non-Canadians

It was agreed that no recommendations would be made to implement a special fee for non-Canadian students although it was acknowledged that some justification existed for special fees to be levied for those students from jurisdictions where special fees were levied against Ontario students.

B. Possible Quotas (Foreign Students)

It was agreed that the Committee would make no recommendations on placing a quota on foreign students. It was further agreed that consideration might be given to approaching the Federal Government with regard to this question since immigration policies were in large part responsible for the magnitude of this problem.

1863 UNIVERSITY STAFFING

The Committee noted that the sources of new faculty continued to be heavily non-Canadian in origin. This situation was attributed mainly to the fact that there was a shortage of qualified Canadian candidates in many discipline areas. It was further noted that the present immigration regulations encouraged many non-Canadians to seek positions in Ontario universities and until these regulations were changed there was very little that could be done. It was agreed that the Committee would express to the Minister a continuing concern for this problem and that it would recommend that universities do all that is possible to hire Canadian faculty.

1864 NEW PROGRAM PROPOSALS

The Committee agreed to postpone the discussion of proposed new programs to another date.

1865 INSTITUTIONAL MATTERS

A. The Ontario Institute for Studies in Education

Dr. Wright stated that he would refer this matter to the Department of Education and the Department of Colleges and Universities before final decisions would be taken.

B. Ryerson Polytechnical Institute: Research Costs

The Committee noted that the justification for funding research costs at Ryerson required further consideration due to the complexity of the issue in question. It was agreed that the Committee would return to this issue at a later date or time.

1866 OPERATING SUPPORT

A. Policy Variables

A discussion ensued on a level of support that was to

be established for 1972-73 and the basis for support for subsequent years. Mr. Dodge noted that the increase for the BIU value from \$1,730 (1971-72) to \$1,765 (1972-73) was only 2.02 per cent and enquired whether this increment was adequate given the general increases in price levels over the year. Dr. Wright noted that the 2.02 per cent increase assumed that the universities were capable of more productivity through adoption of large class sizes and a reduction in the level of research activity. Dr. Parr added that the universities gained additional funds due to the revision of the part-time weighting from one-sixth to one-fifth. Dr. Wright stated that the 2.02 per cent increase in the BIU value was probably adequate given the factors noted above and pointed out that some universities (notably Queen's) were able to demonstrate to the Committee how they in fact would maintain present service levels (at this level of financial support) and at the same time also achieve improvements in the quality of the education given.

The mechanics for establishing the level of support to be recommended for 1972-73 (and subsequent years) was discussed at some length. It was tentatively agreed that the "slip year" proposal should be recommended for adoption and that grants in each year should be based on actual enrolment in the year previous. Adjustment would be made to reflect the average expected growth in total enrolment, which would further be compounded by a growth factor for the BIU (to reflect inflationary trends).

B. BIU Value for 1973-74

It was agreed that the BIU value to be recommended for 1973-74 should reflect adjustments so that universities would receive a constant level of support per student in constant value dollars. It was agreed that the final figure to be struck for 1973-74 would be based on an index reflecting the current value of the dollar. Dr. Rossiter noted that by this time next year, the Committee would be able to announce an actual BIU value reflecting the performance of the index.

C. Weighting of Part-time Enrolment

(i) Proposed Criteria for Integration

It was agreed that the Committee would recommend a reaffirmation that the weighting given to part-time students be revised from one-sixth to one-fifth.

It was also agreed that full integration for summer

school students was not a realistic objective and that the general "criteria" for integration of part-time studies with full-time studies should be re-drafted and clarified to take into account the criticisms of the universities. Dr. Wright agreed to undertake the re-drafting of the criteria.

D. Bilingualism

(i) Provincial Grants and Federal Reimbursement

It was agreed that no further recommendations would be made in this regard. Mr. Gordon noted that the present arrangements for Federal participation in financing higher education prevented the Provinces from gaining further benefit from offering bilingual programs.

(ii) University of Ottawa Analysis

The Committee agreed that universities offering bilingual education did indeed accrue additional costs due to a necessary duplication of certain services. It was agreed that the Committee would recommend that the University of Ottawa be given an additional grant of \$1,500,000 to reflect the costs of bilingual programs and that they be required to give an accounting of the use of these funds after a period of three years.

E. Emerging Universities

It was agreed that discussion on this item would be postponed to a later date since the level of support and formula arrangements for the emerging universities were influenced by the slip-year proposal.

The meeting adjourned at 5:25 p.m.

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Chairman

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Secretary

COMMITTEE ON UNIVERSITY AFFAIRS

MINUTES

Minutes of the meeting of the Committee held
on Tuesday, 4th January, 1972, in the Board
Room of the Committee on University Affairs
commencing at 9:15 a.m.

Minute
1867 PRESENT

Dr. D. T. Wright	Chairman
Mr. P. Beatty	
The Honourable L. M. Frost, P.C., Q.C.	
Dr. R. Gerstein	
Mr. J. O'N. Hughes	
Dr. M. J. Lavigne	
Mr. R. W. Mitchell, Q.C.	
Dr. S. Ostry	
Dr. J. G. Parr	
Dr. R. J. Rossiter	
Mr. N. A. Sisco	
Mr. H. A. Cotnam	
Mr. J. C. Yen	
Mr. H. H. Walker	Secretary
Mr. A. P. Gordon	
Mr. L. M. Johnston	
Mr. F. Kidd	
Mr. J. D. McCullough	
Mr. D. J. Ferguson	

1868 CAPITAL SUPPORT

Mr. McCullough noted that the level of capital support for 1972-73 and 1973-74, according to the standards of the capital formula, would not be as high as had been anticipated earlier since the universities were now projecting a slower rate of enrolment growth. He stated that the level of capital support was expected to be \$157.0 million for the years 1972-73 and 1973-74 which was a reduction of \$77.0 million from earlier estimates.

He then noted that the cost study by Taylor, Lieberfeld and Heldman should become available within a week's time. He indicated that there were indications that the cost unit of \$55 per n.a.s.f. might not be adequate much longer. Mr. McCullough stated that although the adequacy of the cost unit of \$55 n.a.s.f. had been questioned as a basis for future support the evidence available indicated that this

cost unit had been adequate for capital projects undertaken between July, 1970 and December, 1971. A summary set of calculations was given to Committee members illustrating unit costs for projects between July, 1970 and December, 1971 which showed an average cost experience of \$54 per n.a.s.f. for buildings of good quality. Mr. McCullough noted that this calculation reflected the usefulness of the interim capital formula system as a means of providing funds on a realistic basis.

Mr. McCullough next noted that the cyclic renewal feature of the formula might also require some upward revision and stated that it was his opinion that the one per cent allowance might preferably be replaced by a 1.5 per cent allowance.

The Committee agreed that attention would have to be given to a revision of the major parameters underlying the interim capital formula and recommended that the study by Taylor, Lieberfeld and Heldman should be analyzed as soon as possible and that the results of this analysis should be communicated to the Committee and the universities. It was further agreed that the Committee would base its recommendations for capital support maintaining the existing unit cost level of \$55 per n.a.s.f. and a cyclic renewal feature of one per cent. The Committee referred to page 59 of the "Analysis and Statistical Summary Respecting Ontario Universities" for details of cash flow requirements resulting from this decision. It was also agreed that consideration would be given to revising the cost variables, with the possibility that capital support might be more generous in the future.

1869 NON-FORMULA CONSIDERATIONS

The Committee agreed that a recommendation for non-formula capital support should be established on the basis of figures shown on page 60 of the "Analysis and Statistical Summary Respecting Ontario Universities", although the total amount of non-formula support would be reduced from \$40.6 million to approximately \$30.0 million. In addition it was agreed that the Ontario Veterinary College would receive \$2.0 million, education programs would receive \$8.0 million and the Royal Ontario Museum and Art Gallery of Ontario would receive \$5.0 million combined. It was acknowledged that in the event that Treasury Board requested reductions in the amounts indicated above, the Committee would need to decide how this could best be achieved.

Capital allocation to Ryerson Polytechnical Institute was noted to be a problem which required further analysis. Dr. Wright indicated that no clear decisions could be reached in this regard until some clarification was made as to the

role of Ryerson Polytechnical Institute vis-a-vis other institutions of higher education in Ontario.

1870 STUDENT SUPPORT

Mr. Gordon outlined the main features of the present Ontario Student Awards Program and asked that the Committee give some attention to a proposal which would transfer the cost of living portion of the award to a program with a social assistance objective. Mr. Gordon made the point that cost of living allowances were not part of the cost of education. Dr. Ostry stated that it was her opinion that living costs of students and even foregone earnings could well be considered to be costs of education.

The Committee requested that the Department of Colleges and Universities prepare a background paper on this matter, which could then be considered by the Committee at a later date.

Following considerable discussion the Committee agreed to recommend that the maximum loan limit would be raised to \$800 in 1972-73 and to \$1,000 in 1973-74. The Committee also agreed to recommend that all other student awards be based on the recommendation made by the Committee in its 1971 cycle of meetings.

1871 RECOMMENDATIONS FOR NON-FORMULA GRANTS

The Committee agreed to recommend support to related institutions on the general principle that increments in 1973-74 should be comparable to increments made in 1972-73. Some variations in detailed recommendations would however be allowed.

For specific institutions, the recommendations were as follows:

Ontario College of Art - the Committee declined to make a recommendation for support in 1973-74 pending a report to be received from the College regarding the resolution of internal problems. The Committee further agreed to communicate its concern to the College and at the same time would request some clarification.

Art Gallery of Ontario - the Committee recommended that the Gallery receive operating grants of \$1 million in 1973-74.

Royal Botanical Gardens - the Committee recommended an operating grant of \$325,000 for 1973-74.

Royal Ontario Museum - the Committee recommended an operating grant of \$4,840,000 for 1973-74. It was

further agreed that the Committee would request the Museum to release the feasibility study which had been conducted to assist the long-term growth possibilities for the Museum. It was felt that the Committee could not adequately assess the long-term level of support to be given to the Museum without this information.

Bar Admission Course - it was noted that the future of the Bar Admission Course was currently under review and that a long-term assessment of the level of support for the course could not be undertaken without knowledge of the results of the assessment. The Committee agreed that the 1972-73 level of support should be \$275,000 and that no recommendations would be made respecting the level of support for 1973-74.

Related Institutions

Recommendations on "other grants" to related institutions were postponed to another date.

1872 GRANTS-IN-AID OF RESEARCH

Dr. Wright noted that both the Department of Colleges and Universities and the Committee on University Affairs provided considerable funds for research purposes. He stated that it might be most desirable to have these funds administered in a unified manner and suggested that it seemed useful to organize the total research function within the Department of Colleges and Universities. The Committee acknowledged and recommended that the proposed research facility should consider the desirability of (1) continuing studies of similar nature to those studies conducted by the Committee in the past. (The Committee would expect to recommend some means through which it could have input into the process of problem definition.) (2) providing the Department with the facility to undertake studies at its own initiative to be conducted either by departmental staff or by outside contract, (3) supporting organizations or individuals who wished to pursue studies of their own design which could be related to policy concerns in College and University Affairs, (4) maintaining the momentum established by the Commission on Post-Secondary Education by continuing or initiating research projects in directions indicated by the Commission. It was agreed that the Committee would recommend to the Minister that contact be made with research personnel at COPSE and with others including the Economic Council of Canada regarding directions and needs for future research.

1873 OTHER MATTERS

- A. University of Toronto - Single Formula Weight for Arts and Science

The Committee agreed tentatively to recommend that the formula weight for the arts and science program be set tentatively at 1.25. It was also agreed that this matter would be referred to the Joint CUA/COU Subcommittee on Finance before final recommendations were made. The Operating Support Branch of the Department of Colleges and Universities was asked to calculate the value of the grant that would be made to the University of Toronto under this arrangement.

B. Centre for Instructional Development

The Committee recommended that funds be provided to support a Centre for Instructional Development and related activities in the amount of \$160,000 for 1972-73. This amount was to include \$120,000 for operating purposes of the Centre, \$35,000 for set-up costs (such as conferences), and \$5,000 for other costs met by the Joint CUA/COU Subcommittee which was concerned with Educational Technology. It was furthermore agreed that Dr. Wright and Dr. Parr would prepare a detailed specification paper on this matter which would be presented to the Committee. The Department of Colleges and Universities was asked to work out the technical details for Estimates purposes.

LUNCHEON

C. Algoma College Request for Capital Assistance

The Committee agreed to make no recommendations for capital assistance since the College had been previously informed that it would not qualify for capital grants. It was noted that Algoma presently had considerable capital holdings which it could presumably convert into cash.

1874 MATTERS RAISED IN UNIVERSITY BRIEFS

A. Lakehead University

The Committee referred to page 93 of the "Analysis and Statistical Summary Respecting Ontario Universities" and agreed that no recommendations would be made to increase the amount of extra-formula support for Lakehead University. It was further agreed tentatively to recommend that for Estimates purposes, the third and fourth year of the engineering conversion program should receive a formula weight of 2.5. This subject was to be referred to the Joint CUA/COU Subcommittee on Finance for final recommendations.

The Committee referred to Lakehead University's request for additional support for off-campus instruction of part-time students and recommended that the Department of Colleges and Universities prepare a detailed analysis of this problem on a system-wide basis. It was agreed that no further recommendations would be made on this matter pending receipt of this analysis.

B. Laurentian University

The Committee referred to page 94 of the "Analysis and Statistical Summary Respecting Ontario Universities" and agreed that no recommendation would be made at this time to provide Laurentian University with extra-formula support for its School of Social Work. It was noted that the Council of Ontario Universities was preparing a report on the costs of social work programs and it was agreed that the Committee would study the results of this report before further recommendations would be made.

The Committee agreed to recommend that the level of support for bilingual education at Laurentian be maintained at \$540,000 in 1972-73. It was further agreed that Laurentian University should be asked to document its case for additional grants. The Committee noted that class sizes at Laurentian were quite small in relation to other universities and acknowledged the need to reconcile this situation with requests for additional funds.

C. College de Hearst

The Committee agreed to recommend that the College de Hearst be granted a sum of \$20,000 for bilingual programs in 1972-73.

1875 PROBLEMS OF FEDERATED AND CHURCH-AFFILIATED COLLEGES

The Committee discussed at length the problems of affiliated and church-related colleges. It was noted that the colleges were in many cases experiencing considerable financial difficulties. The Committee acknowledged that at least three courses of action could be taken in relation to the problems of the colleges, these being: (1) continue the present arrangement and review this in a year or two; (2) negotiate with the institutions on an individual basis with the objective of purchasing the assets of the institutions and transferring these assets to existing provincial universities as had been done in Windsor and Ottawa; (3) allow the colleges to remain under present control but with provision that the academic programs (student selection and faculty appointments) be free from sectarian control.

The Committee agreed to recommend that present arrangements for dealing with the affiliated and church-related institutions be extended to 1972-73. It was further recommended that the Committee would look to address the problems of denominational and affiliated institutions in following years. As a first step, the Department of Colleges and Universities was asked to prepare a summary statement of all representations made to the Department by church-related institutions.

1876 BIU SUPPORT TO POST-DOCTORAL FELLOWS AND NON-CREDIT STUDENTS

The Committee agreed to make no recommendations with respect to this matter.

1877 BROCK UNIVERSITY - SUPPORT FOR GRADE 12 ENTRANCE

The Committee noted that Brock University had requested financial support for freshmen entering the University from the Ontario grade 12 graduating class. It was agreed that this problem required additional analysis and that the Deputy Minister of the Department of Education would be asked to meet with the Committee at its next meeting.

1878 FUTURE MEETING

It was tentatively agreed that the Committee would schedule its next meeting for 24th January, 1972 at 9:30 a.m.

The meeting adjourned at 3:15 p.m.

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Chairman

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Secretary

COMMITTEE ON UNIVERSITY AFFAIRS

MINUTES

Minutes of the meeting of the Committee held
on Monday, 24th January, 1972, in the Board
Room of the Committee on University Affairs
commencing at 9:45 a.m.

Minute

1879 PRESENT

Dr. D. T. Wright	Chairman
Mr. W. Dodge	
The Honourable L. M. Frost, P.C., Q.C.	
Dr. R. Gerstein	
Mr. J. O'N. Hughes	
Dr. M. J. Lavigne	
Dr. J. G. Parr	
Dr. R. J. Rossiter	
Mr. H. A. Cotnam	
Mr. J. C. Yen	
Mr. H. H. Walker	Secretary
Mr. A. P. Gordon	
Mr. L. M. Johnston	
Mr. F. Kidd	
Mr. J. D. McCullough	
Dr. S. Robinson	
1880 <u>DEPARTMENT OF EDUCATION - MASTER PLAN FOR TEACHER EDUCATION</u>	
The Committee was joined by representatives from the Ontario Department of Education comprising the following:	
Dr. E. E. Stewart, Deputy Minister	
Mr. F. Kinlin, Assistant Deputy Minister Instruction	
Mr. H. Blanchard, Assistant Director, Teacher Education Branch	
Mr. W. Mitchell, Executive Officer, Teacher Education Branch	

Following introductions, Dr. Stewart proceeded to outline the main features of the Department of Education "Master Plan for Integration of Teachers' Colleges with Universities". He noted that it had been the intention of the Department of Education to determine the likely demand for teachers on a ten-year basis and at the same time to formulate the most appropriate organizational means through which this demand could be met. He stated that the draft Master Plan which was now in the hands of the Committee was based upon three basic assumptions, these being:

- 1) that all commitments made heretofore would be fully honoured,
- 2) that the establishment of a viable Faculty of Education at any particular university would require an enrolment of approximately 500, and,
- 3) that the facilities for instruction in French and English languages would be incorporated within a single Faculty of Education.

Dr. Stewart then noted that the Department of Education would appreciate receiving the views of the Committee about the details of the Master Plan following which the Department of Education together with the Committee on University Affairs could (a) make a joint representation to the Treasury Board and (b) communicate with the Council of Ontario Universities regarding final recommendations.

Dr. Rossiter enquired about the plans for integration in Northeastern Ontario and noted that were the Faculty of Education to be located at Laurentian University, there might be some cause for concern about the future of Nipissing College as an autonomous and viable academic unit. Dr. Wright added that due to administrative difficulties experienced presently at Laurentian University, there might be further room for evaluating the appropriateness of placing the Faculty of Education at that institution.

Dr. Parr referred to point number 13 on page 26 of the Master Plan and enquired whether this alternative was reasonable. Dr. Stewart stated that it was his opinion that a moratorium on integration was not acceptable.

Mr. Gordon noted that the proposed plan for integration implied a considerable cost increase on a per student basis from the present method of operation. He enquired whether the Committee would be prepared to meet these cost implications or whether it would be useful to look for lower levels of financial support. It was agreed that the consideration of cost factors was a complex problem which was not likely to be solved with ease. Dr. Stewart particularly pointed out that the distinction between training of elementary and secondary school teachers would probably further complicate a clear understanding of cost factors.

Dr. Wright referred to the proposal whereby the Hamilton and Stratford Teachers' Colleges would be moved to the University of Waterloo, and enquired whether it might not be more reasonable in some way to stimulate enrolment at Brock University, since that institution was at present operating below its potential capacity. He furthermore

pointed out that the University of Waterloo was already reaching an asymptote in enrolment and that it might not be altogether desirable to encourage further growth. Dr. Stewart acknowledged Dr. Wright's comments. However, he noted that it was generally the opinion of the Department of Education that the St. Catharines area in itself was not capable of generating sufficient enrolments to meet the demand for teachers in that area of Western Ontario.

Dr. Gerstein enquired about the degree to which the Master Plan for Teacher Education allowed for a variety of programs in education. She stated that it might not be desirable to merely duplicate programs in education from one institution to another. Dr. Stewart replied that the proposed new education programs would at least in part be designed by the faculty which would allow for an element of innovation in program structure and content. It was also noted that a student was free to attend the institution of his choice.

In reference to the Ottawa area, it was noted that the proposal of integrating the Ottawa Teachers' College with the Faculty of Education at the University of Ottawa made considerable sense. It was agreed that the Committee should acknowledge its support for this proposal, particularly since this proposal would integrate teacher education programs for both English and French-speaking teachers.

Dr. Stewart stated that the plans for integration in the Toronto region were not fully completed. He specifically noted that the plans had not been tabled with the University of Toronto and that no effective representation had been received from that institution. Dr. Wright suggested that it would be useful to communicate with authorities at the St. George, Erindale and Scarborough campuses before final recommendations were made.

In reference to the plans for Western Ontario, it was generally agreed that further work would be needed before final recommendations could be made. It was pointed out that the Western Ontario region required special attention due to a number of reasons, such as a rapid population growth.

The discussion then turned to the enrolment projections found in the Master Plan. Mr. Dodge enquired about the basis for choosing Estimate 3, and Dr. Stewart replied that the Department of Education had decided to choose the lowest estimate because it was probably the safest. He also noted that the problem of projection is such that no easy rationale exists for choosing one projection over another. Dr. Wright affirmed Dr. Stewart's point and noted

that although projections in the area of education were probably the easiest to make, it still remained the case that projections even here could be hazardous.

In concluding this portion of the discussion, Dr. Wright stated that there was a need for further consultation between the Committee and Department of Education regarding the Master Plan for Teacher Education. He referred specifically to page 24 - 25, and the situation regarding North Bay. He stated that the Committee would like to give further consideration to the proposals found on these pages, and would do so. He also noted that the Department of Education would likely consult with the University of Toronto complex regarding plans for Scarborough College, Erindale College and the St. George campus.

In reference to the Western Ontario situation, Dr. Wright stated that three teacher education faculties might be more appropriate than four faculties.

In reference to the situation at Peterborough, it was agreed that it was difficult to see how any other conclusions could have been reached other than those which had in fact been proposed by the Master Plan. It was, however, agreed that some further thought could be given to this matter.

Mr. Walker enquired about the integration schedule and the apparent need to do this over a period of three years' time. He enquired whether it might not be acceptable to proceed with the integration at a more rapid pace. Dr. Stewart replied that the integration schedule simply recognized that a considerable amount of work would have to be done in transferring each individual institution. He also noted that agreements had to be formalized between the institutions in question, and the Department of Education, and that this process involved a considerable time element.

Dr. Wright stated that the Committee had found the discussion most useful and that it would be desirable for the Department of Education to consult with the Chairman of the Committee on University Affairs regarding revisions to the Master Plan. It was noted that this process could take place informally and that there would not be a need for an additional meeting before a final report.

It was also agreed that the Department of Education would be supplied with a transcript of the morning's meeting.

Dr. Wright enquired about the views of the Department of Education regarding the Brock University program for entry to university from grade 12. Dr. Stewart replied that the

Department of Education had not modified its position in respect to the Brock program and noted that the secondary school system in Ontario was already sufficiently broad in its scope to offer numerous alternatives to students seeking a non-standard curriculum.

Dr. Parr noted that it was his opinion that the Brock program encompassed some advantages which should perhaps be recognized by a financial compromise.

Dr. Stewart reiterated his previous point but noted that the Committee was of course at complete liberty to do whatever it felt was appropriate. He did, however, point out that the Committee should give some consideration as to the kind of precedent the Brock program might set for other universities in the Province - a precedent with possible negative impact, especially in view of what the Department of Education was attempting to accomplish in the secondary schools.

Dr. Wright noted that the problem of grade 12 admittance to Brock University might be further clarified by a consideration of the degree to which a secondary school student was capable of progressing through the high school system within a four year period. He also noted that many jurisdictions in Canada and the United States require attendance at a secondary school for a period of only four years and that it might be appropriate for Ontario to consider the desirability of adopting similar arrangements.

Mr. Kinlin replied that, at the present time, approximately 20 per cent of all secondary school students completed the honours graduation diploma program in four years and that he did not visualize that this rate would reach the 50 per cent level even under the most favourable circumstances. Mr. Kinlin further stated that he was fully convinced that the extra year spent in the Ontario grade 13 system was completely justifiable on the basis of the added educational value gained by the student.

Further discussion ensued on admittance of grade 12 students to university programs. Dr. Rossiter noted that a recent development had taken place whereby a student in the senior year of a high school program wanted to pursue programs at the university level simultaneously. He enquired whether it would be useful to set some guidelines to facilitate this kind of development. Dr. Wright noted that it might be most appropriate to leave the mechanics of this kind of arrangement to be handled on a bi-lateral basis between the particular high school and university in question.

The representatives of the Department of Education withdrew from the meeting at this point.

Considerable discussion ensued about the Brock University grade 12 entrants following which it was decided that the Committee would draft a recommendation acknowledging that the structure of secondary education was currently undergoing rapid change, but that in the meantime, the Committee would be prepared to indicate that a specific number of students would be funded on the basis of ordinary formula support for one year beginning in 1972-73. Funding arrangements for future years would be reviewed on a yearly basis.

It was furthermore agreed that the Committee would seek information from the Department of Education regarding trends in relation to completion of the honours graduation diploma. A small study paper would be prepared on this matter for the consideration of the Committee.

1881 SLIP YEAR SCHEME - PROPOSED CHANGE IN CALCULATING GRANTS

A study paper entitled "Slip Year Scheme - Proposed Change in Calculating Formula Grants" was distributed. Mr. Kidd outlined the major features of this study.

LUNCHEON

Dr. Wright noted that the calculations shown in the slip year scheme indicated that the proposal would not likely be acceptable due to the anomalous effect which would be suffered by certain universities. It was agreed that the slip year proposal would be abandoned for the time being, and that grants for 1972-73 would be based on the present formula system. It was agreed that grants would be paid on a BIU value of \$1,765 and that actual enrolments would be used.

With respect to the level of support for 1973-74, it was agreed that in principle, the level of support on a per student basis in 1973-74 should reflect constant dollars. Some amplification of the level of support for 1973-74 (it was agreed) would be allowed so that the recommendations of the Commission on Post-Secondary Education could be taken into account.

1882 CAPITAL SUPPORT

A. Cyclic Renewal Features as Applied to Buildings Financed by Universities

The Committee recommended no further support for buildings financed by private university funds.

B. Taylor, Lieberfeld and Heldman Space Utilization Study Report

Mr. McCullough stated that there would be approximately

one and a half to two weeks delay in the publication of this report. Dr. Wright noted that all Committee members who wanted a copy of the report should have one. It was agreed that a summary statement of the major findings should be published together with the report.

C. Ontario College of Art

It was noted that the Ontario College of Art had requested a total of \$400,000 in extraordinary operating support for the purpose of renting, renovating and furnishing additional quarters. The Committee agreed to recommend an earmarked grant for this purpose. It was furthermore noted that the Ontario College of Art had requested a grant for \$40,000 to finance a long range planning study. The Committee noted that no recommendation would be made in this regard pending solution of internal difficulties at the College.

1883

NEW PROGRAM PROPOSALS - UNDERGRADUATE

Dr. Wright noted that the position of the Committee on new undergraduate programs had in the past been to allow the universities a fair amount of flexibility in determining offerings. He noted that the disciplining factor here was the influence of formula financing. It was, however, agreed that the Committee should express its concern or opinion on those matters where universities had failed to take into account developments in other areas. In relation to the undergraduate programs listed on pages 69 through 72(a) in the "Analysis of Statistical Summary Respecting Ontario Universities", the Committee agreed to the following:

Brock University

It was agreed that new programs at the undergraduate level would not qualify for extra-formula support, although the Committee would have no objection to the general implementation of new programs.

In reference to the program in physical education for elementary schools and the new program for the colleges of education, it was agreed that the Department of Education be asked to consult with Brock University regarding the complementarity of these programs with the general outline of the Master Plan.

Lakehead University

It was agreed that the Committee would express some caution about the development of an undergraduate degree program in music.

Laurentian University

It was agreed that the proposed program in nursing be referred to the Senior Co-ordinating Committee on Health Sciences.

McMaster University

It was agreed that the Department of Education would be asked to contact McMaster University regarding the complementarity of the Bachelor of Education program with the Master Plan for Teacher Education.

Erindale College

It was agreed that the Committee would have no objection to implementation of a course in surveying. No extra-formula support, however, would be granted.

University of Waterloo

The Committee noted with interest the proposed developments in the combined mathematics and education program. It was agreed that this matter would be referred to the Department of Education for reference to the Master Plan for Teacher Education.

With respect to the creation of a new Department of Health Sciences it was agreed that this matter would be deferred to the Senior Co-ordinating Committee on Health Sciences. No extra-formula support for this program would be granted in the meantime.

The University of Western Ontario

It was agreed that the matter concerning the incorporation of the London Teachers' College with the Faculty of Education would be referred to the Department of Education.

1884

NEW PROGRAM PROPOSALS - GRADUATE

Brock University

With respect to the proposed M.A. programs, it was agreed that these would be referred to the Advisory Committee on Academic Planning. It was noted that there was some question whether it would be appropriate to approve all the M.A. programs requested by Brock University.

University of Guelph

Ph.D. Philosophy - no approval, planning assessment required.

Ph.D. Physics - no approval, planning assessment required.

Ph.D. Agricultural Economics - the Committee agreed to approve this program, subject to a successful appraisal.

M.A. Physical and Health Education - no approval, planning assessment required.

Ph.D. Food Science - the Committee agreed to recommend approval of this program subject to a successful appraisal.

M.A. Landscape Architecture - the Committee agreed to recommend approval of this program subject to appraisal.

Graduate Diploma in Fish Production - the Committee agreed to recommend approval of this program subject to appraisal.

Carleton University

Ph.D. History - no approval, planning assessment required.

M.A. Journalism - the Committee agreed to recommend approval of this program subject to appraisal.

M.A. Architecture - the Committee agreed to recommend approval of this program subject to appraisal.

Lakehead University

Ph.D. Applied Science - the Committee agreed that no approval would be recommended, and that this program be referred to the Advisory Committee on Academic Planning for further information.

McMaster University

Ph.D. Political Science - no approval, planning assessment needed.

Ph.D. Anthropology - it was agreed to refer this request to the Advisory Committee on Academic Planning since Anthropology does not appear to be on the embargo list. The Committee noted that Anthropology might be assessed under the same terms of reference as Sociology.

M.A. Social Work - the Committee recommended that this program be referred to the Advisory Committee on Academic Planning and the Senior Co-ordinating Committee on Health Sciences for further advice.

M.A. Health Services Administration - the Committee agreed to recommend approval of this program, subject to appraisal.

M.Sc. Health Sciences - the Committee agreed to refer this program to the Senior Co-ordinating Committee on Health Sciences.

University of Ottawa

M.A. Geography - no approval, planning assessment required.

Ph.D. Mechanical Engineering - no approval, it was agreed to refer this program to the Advisory Committee on Academic Planning.

Ph.D. Criminology - the Committee agreed to recommend this program for approval, subject to appraisal.

M.A. Comparative Literature - no approval, planning assessment required.

M.A. Comparative Education - no approval, it was agreed to refer this matter to the Department of Education and the Master Plan for Integration of Teacher Education.

M.A. Computer Science - the Committee agreed to refer this program to the Advisory Committee on Academic Planning. There was some question whether computer science was a division of management sciences and if this in fact was the case this program would not be approved.

Queen's University

M.A. Sociology - it was agreed to refer this program to the Advisory Committee on Academic Planning. It was noted that according to the proposals for modification of embargo on new programs, this particular program would not qualify for approval.

Ph.D. Geography - no approval, planning assessment required.

Ph.D. Business Administration - no approval, planning assessment required.

Trent University

M.A. English, M.A. Sociology, M.A. Psychology, M.A. Geography, M.A. Biology - the Committee agreed to recommend that the Advisory Committee on Academic Planning be instructed to advise the Committee regarding the implementation of these programs. There was some question whether it was appropriate to begin graduate programs in these areas although in general, these programs appear to be in central disciplines.

University of Waterloo

M.Sc. Physiological Optics - it was agreed to recommend approval of this program subject to appraisal.

M.Sc. Kinesiology - no approval, under planning assessment.

Ph.D. Kinesiology - no approval, planning assessment required.

M.A. Environmental Geology - no approval, planning assessment required.

M.A. Recreation - approval deferred, pending clarification of the status of recreation courses. There was some question that recreation was under the jurisdiction of the Faculty of Education, and if this indeed was the case, this program would be referred to the Department of Education for further advice.

The University of Western Ontario

M.A. Journalism - the Committee agreed to recommend approval for this program subject to appraisal.

Ph.D. Physical Health Education - the Committee agreed to recommend approval for this program subject to appraisal.

Ph.D. Sociology - no approval, planning assessment required.

M.Sc. Production Engineering - the Committee agreed to recommend approval of this program subject to appraisal.

M.Sc. Clinical Dentistry - the Committee agreed to refer this program to the Senior Co-ordinating Committee on Health Sciences.

Ph.D. Bibliography - no approval, planning assessment required.

University of Windsor

Ph.D. Economics, Ph.D. Political Science, Ph.D. English - no approval, planning assessments required.

Ph.D. Biology - it was agreed to refer this program to the Advisory Committee on Academic Planning. The Committee noted that Biology does not appear to be under the embargo list although it is a central discipline.

York University

Ph.D. Economics, Ph.D. Administrative Studies, Ph.D. Geography, M.A. Social and Political Thought, Ph.D. Social and Political Thought - no approval, planning assessments required. The Committee noted that the programs in Social and Political Thought appeared to be Political Science courses and unless advised otherwise, would assume that this was the case.

The University of Western Ontario

M.A. Anthropology - no approval, it was agreed that

Anthropology should be under planning assessment. This program was referred to the Advisory Committee on Academic Planning for further advice.

M.A. (T), History of Physical Education, Mathematics and Applied Mathematics - it was agreed to extend funding for part-time programs in this area. It was furthermore agreed to ask the advice of the Advisory Committee on Academic Planning regarding a planning assessment for this program.

M.Ed. Administration and Guidance - no approval, referred to Advisory Committee on Academic Planning as in above. M.B.A. - L.L.B. - it was agreed that the Committee would acknowledge its support for this program which is already in existence.

Lakehead University

Proposal for New Programs in Applied Geo-Chemistry and Exploration and Mining Geology

The Committee agreed to recommend approval of this program. The Committee furthermore noted that since this program would be given at the undergraduate level, it would be eligible for normal formula support.

University of Waterloo

An Appeal for the Lifting of the Embargo on New Graduate Programs in the Case of the Proposed M.Sc. in Kinesiology, December 21, 1971

It was agreed to refer this matter to the Advisory Committee on Academic Planning.

1885 OTHER MATTERS

A. Brock University

The Committee referred to page 92 of the "Analysis and Statistical Summary Respecting Ontario Universities". The Brock University request that the university book stores and student cafeterias be included under the Provincial Capital Assistance program was discussed. It was agreed that the Committee would not recommend this assistance.

B. Deferment

The Committee agreed to defer all other items found on pages 92 to 99 of the "Analysis and Statistical Summary Respecting Ontario Universities".

C. Criteria for Integrated Part-time Studies

The Committee agreed to redraft the criteria for integration of part-time with full-time studies. It was noted that special accommodation would be made for the Atkinson program at York University and that the criteria relating to summer programs should be revised. The Committee furthermore agreed to recommend to the Minister that the new criteria should emphasize the desirability of accommodating the needs of the part-time student on a first priority basis. This would mean that full-time students would be able to attend evening courses but only if there were adequate facilities.

With reference to the interim capital formula, it was agreed that the per weighted unit of enrolment should be adjusted downward for the full-time students reflecting the extended work day resulting from integration and upward for the part-time students reflecting parity with full-time students.

Lastly, it was agreed that the revised set of criteria would be distributed to the universities for comment.

D. Ryerson Polytechnical Institute - Review of Request for Additional Support for 1971-72

A report on the operating deficit at Ryerson Polytechnical Institute was distributed to the Committee members. The Committee agreed to recommend an operating grant of \$400,000 to the Institute. It was further agreed that extraordinary items such as the Ryerson Company of Players, Ryerson Applied Research and Systems Institute would not receive support in the amount of \$90,000.

Recommendations relating to the 1972-73 level of support were deferred to another meeting.

1886 NEW BUSINESS

A. Effects of Unemployment Insurance upon the Universities

The Committee agreed to recommend an additional \$5

per basic income unit for 1972-73 subject to a verification by the Operating Support Branch of the Department of Colleges and Universities.

Minute
1887

UNIVERSITY OF TORONTO - REQUEST FOR FURTHER CHANGE OF
FISCAL YEAR END

The Committee agreed to make no recommendations with respect to this matter.

1888

FUTURE MEETING

It was agreed that the next meeting of the Committee would be held on Tuesday, 22nd February, 1972, unless otherwise requested by Treasury Board.

The meeting adjourned at 5:20 p.m.

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Chairman

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Secretary

